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EVALUATION REPORT

ESEA

PROGRAM
OF
COMPENSATORY EDUCATION

AUGUST
1968

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OAKLAND PUBLIC SCHOOLS OAKLAND, CALIFORNIA

ED029068

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EVALUATION REPORT: ESEA PROGRAM OF COMPENSATORY EDUCATION

Prepared by:

Oakland Public Schools Research Department

In cooperation with:

Division of Urban Educational Services

Division of Elementary Education

Division of Secondary Education

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Date submitted: September 5, 1968

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Director of Research
Oakland Public Schools

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FOREWORD

The Oakland Public Schools Elementary and Secondary Education Act Title I program of compensatory education has done much to provide needed services for disadvantaged pupils since the inception of the program in the winter of 1966. This publication is the third annual evaluation report of the program and presents data from the studies conducted during the 1967-68 school year.

The report presents longitudinal data for the time period of two and one half years. Although staff and parent evaluations have remained quite positive this year there are indications from the most recent test data obtained that pupil progress in 1967-68 has not matched the encouraging tendencies observed in the earlier stages of the program.

These data dramatize the very great task facing our teachers and administrators in achieving significant progress with disadvantaged students within current financial limitations. The data also point to the need for a careful reevaluation of the various program components during the 1968-69 school year. A number of modifications designed to improve the program have been incorporated into the 1968-69 program; others will be considered this year for the 1969-1970 school year.

Many persons have made significant contributions to the development of the district's ESEA program and to the publication of the report. Much credit is due the principals, teachers, central office personnel, parents and students whose cooperation made this report possible.

Stuart S. Phillips
Superintendent of Schools

PREFACE

Since the inception of the Oakland Public Schools ESEA Title I program in February of 1966, over 12,500 pupils have been receiving compensatory education services during each year of program operation. Services have been provided to seven elementary parochial schools (Grades 1-8) and to 15 public schools; 11 elementary, three junior high, and one senior high.

Implementation of the State Senate Bill 28 Reduced Class Size Program necessitated modifications in the organization of compensatory education services provided originally during the first year of the ESEA Title I program. The SB 28 program made it possible to reduce class size to no more than 25 in five of the 11 original ESEA elementary schools as well as to four additional elementary schools not located in the ESEA Target Area.

The program changes which were introduced offered a unique opportunity to establish four study groups upon whom comparative evaluation data could be analyzed. The establishment of these four groupings of schools has provided a means for beginning a study of the possible differential effects of varying organizations of compensatory education services. Particular appreciation is expressed to the principals and teachers in the "Comparison" schools who agreed to administer supplementary tests and scales to provide data for these studies even though they were not receiving additional federal or state compensatory education services.

Through the availability of the extensive data processing capabilities of the Palo Alto Office of the Service Bureau Corporation, it was possible to analyze the growth patterns made by pupils from February, 1966, to May, 1967, to May, 1968, as well as to make numerous cross-group comparisons. The master file system designed specifically for Oakland's ESEA Title I evaluation program will make it possible to continue the longitudinal studies of the same students as they progress through the grades in the district's compensatory education schools.

Many persons contributed to the development and operation of the district ESEA program and to the publication of this report. Acknowledgment is made of the significant contributions made to the design and direction of the overall Title I program by the following persons: Dr. Stuart S. Phillips, Superintendent of Schools; Mr. Edward F. Cockrum, Assistant Superintendent of Elementary Schools; Dr. Elmer F. Stolte, Assistant Superintendent of Secondary Schools; Dr. Forrest [illegible] Michell, Assistant Superintendent, Administrative and Special Services. Particular attention is directed to the following members of the Division of Urban Educational Services for their very able direction and coordination of the district Title I program: Dr. Thomas A. MacCalla, Assistant Superintendent, Division of Urban Educational Services; Mr. Andrew J. Viscovich, Coordinator of ESEA Programs; Mr. John J. Carusone, Coordinator, Office of Human Relations; and Mr. John J. Hills, Specialist in Project Development.

Acknowledgment must also be made of the exceptional services rendered by members of the Research Department staff in the preparation of the various reports included in this publication. Particular credit is due Mr. William R. Murray, Specialist in Research, who coordinated the ESEA evaluation program; Mr. Edwin P. Larsen, Assistant in Research; Mr. Felix M. McCrory, Mr. William

Weldy, Mr. Robert Long, Mr. Walter Todd, and Mrs. Joye Waters, Teachers on Special Assignment, Research, for their major contributions to the total evaluation program. Other staff members who made significant contributions to this publication were: Mrs. Yetive Bradley, Dr. Joy Richardson, Mrs. Barbara Patterson, and Mr. William Gonsalves, Teachers on Summer Assignment in the Research Department. Particular appreciation is expressed for the outstanding service rendered by Mrs. Imelda Marzoline who supervised the stenographic and clerical services required for the final preparation of this publication.

Space does not permit a listing of the many principals, teachers, and other personnel who contributed so ably to the program and who assisted by providing data required for this report.

Alden W. Badal
Director of Research

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Pupils receive assistance on listening posts

CHAPTER I

REMEDIAL AND CORRECTIVE PROGRAMS

CONTENTS

Evaluation of Elementary School Remedial and Corrective Language Arts Project
Evaluation of Junior High School Remedial and Corrective Language Arts Project
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Team instruction in action

EVALUATION OF ELEMENTARY SCHOOL REMEDIAL AND CORRECTIVE LANGUAGE ARTS PROJECT

INTRODUCTION

The major emphasis of Oakland Public Schools' ESEA Title I Project in the elementary grades during the 1967-68 school year was placed on helping all students of the project schools improve their reading and other language arts skills beyond the levels typically achieved prior to the project's inception in January of 1966.

To achieve the project's primary goal, improved student learning in reading particularly and in other language arts skills areas generally, the salient features of the spring 1966 project were again programmed into the instructional offering this year. Stated as program objectives, they are:

1. To maintain the reduction of the pupil-teacher ratio
2. To continue to provide several auxiliary services (e.g., psychological evaluation, individual guidance, nursing, etc.)
3. To continue to provide a variety of instructional materials
4. To continue to provide opportunities for cultural enrichment
5. To continue to emphasize, according to need, developmental and remedial reading instruction
6. To sustain the expanded effort in promoting effective school-community interaction
7. To continue to provide teacher in-service education opportunities above pre-project levels
8. To continue to extend the school year, for many, through summer school opportunities

An effort has been made this year to analyze results obtained from studies of the variable combinations of services provided in Oakland's compensatory education program. It is assumed that longitudinal data obtained on the various treatment groups studied this year and in the future will provide information which will assist in identifying certain program features which contribute to particular student behavior outcomes.

PROCEDURE

Subjects

All students attending the 11 elementary schools identified for inclusion in the spring 1966 project again comprised the project population. A number of children attending schools not served by the project were included as study populations and will be described in more detail below under the section titled "Evaluation Strategies".

Organization of Services

Grades 1-3: The "3-on-2" plan (three teachers for every two classrooms) was retained in 5 of the 11 elementary project schools during the 1967-68 school year. These five schools have now been operating under this plan since the inception of the program in January of 1966. The remaining 6 schools were again provided smaller class sizes (school averages of no more than 25 pupils per class) through the auspices of the state-financed Senate Bill 28 reduced class size program. The same levels of auxiliary services, supplies, etc. were provided to both groupings of schools.

The "3-on-2" plan was intended to provide a team approach to reading and language arts instruction. In operation, two of the three teachers in the team were identified as "regular" teachers and were assigned to the usual self-contained classroom situation. The third teacher, called the "swing" teacher, was to work with children in one classroom for one-half day and with children in the other classroom the other half of the day. Since the project's focus was on reading and language arts skills, two hours of the day were assigned to emphasize reading instruction. The "swing" teacher's time was absorbed wholly in instruction in these areas.

Grades 4-6: In these grades, an analogue of the "3-on-2" plan for the primary program operated in two of the eleven schools, and was called the "5-on-4" plan. Under the "5-on-4" plan--five teachers for every four classrooms--the functions of the "swing" and "regular" teachers were similar to those of teachers in the "3-on-2" plan. In the six schools designated as SB 28 schools, the reduced class size plan as described above for grades 1-3 was also in effect for grades 4-6.

Teacher Aides: This program element is described in detail in Chapter II, "Evaluation of Teacher Aide Services". Essentially, teacher aides were assigned as follows:

1. One teacher aide for each kindergarten teacher
2. One teacher aide for each special class teacher
3. One teacher aide for each classroom operating under the "3-on-2" plan
4. A teacher aide for each classroom not included in either the "3-on-2" plan or the "5-on-4" plan
5. One teacher aide for each librarian in the 11 schools
6. One teacher aide for each of the Remedial Reading teachers in the 11 schools

Auxiliary Services: A number of other supplementary services such as additional time from guidance consultants, attendance workers, psychologists, librarians, and nurses continued to be provided at rates in excess of those existant prior to the inception of the Title I program. Detailed descriptions of each of these program features will be found in Chapter II.

Instructional and In-Service Support: Each of the project schools was provided with the services of a Teacher Assistant for Reading Development (TARD) whose responsibilities included assisting the ESEA central office coordinator and supervisor in implementing the school-site program in accordance with the over-all objectives of the project program. The TARD's role as well as a report of the central-office-coordinated and school-site-initiated inservice activities are presented in Chapter V, "Evaluation of Inservice Education Program".

Cultural Enrichment: A program of enrichment trips and school-site activities was provided for each of the public and parochial schools participating in the ESEA Title I project. Although a complete report of the cultural enrichment activities will be found in Chapter III, it is important to note that funding limitations at the outset of the 1967-68 school year sharply curtailed activities in this area for the major portion of the year.

Program

In each of the ESEA Title I elementary schools, reading was taught for two hours daily at all grade levels. In the daily class schedules, one hour was designated "Reading" and the other hour "Reading and Language Arts". However, the primary emphasis during both hours was on the improvement of reading skills. Although specific activities for the two hours were flexibly arranged at each school site, all of the Target Area schools endeavored to establish a program of inter-related activities so that reading and language experiences would permeate the child's entire school day.

The content and approaches to reading instruction included the following:

1. The experiential approach, including excursions, experience charts, writing (e.g., A to Z), etc., and any techniques enabling children to bring meaning to their reading
2. Decoding, including Phonovisual, phonics charts, phonics games, workbooks, programmed reading, etc.
3. Developmental reading, including the State basal series and the integrated readers (e.g., Follett, Bank Street, Skyline)
4. Practice of skills, including use of classroom libraries, visits to school library, etc.
5. Much reading for enjoyment, including teacher reading to class of good literature
6. Other language arts experiences, (taught both for their own value as well as for their contribution to greater achievement in reading) including handwriting, written expression, spelling, oral expression, and listening skills
7. Reading skills in the content fields such as social science, science, and mathematics; such skills to be taught both during the "reading time" and during the content field time.

Materials and Equipment

As indicated in the preceding list, a wide variety of approaches to the teaching of reading was utilized. Many specific instructional techniques and materials were employed. A representative listing of the types of instructional materials and supplies provided for the program follows:

1. Charts, film strips, word games, flash cards, tapes, and other non-consumable instructional materials from standard lists

2. Consumable supplies such as additional paper work books and art materials

3. Phonovision instructional charts, work books, and manuals

4. Additional basic and supplementary text books

5. Programmed reading materials

More complete descriptions of a few representative materials and methods utilized in the instructional program are as follows:

A to Z Spelling Method - The A to Z method of teaching spelling is one in which all of the language arts are related and put to use in written composition. In this program pupils write their own stories, learn to write and spell the words they need. A kinesthetic method of learning the word is used. As a child learns the word he files it in his individual word box. He builds up his own file of words for ready reference.

Phonovisual Method - This method offers a structured approach to phonics instruction. Two large charts - consonants and vowels - are supplied to each classroom in grades 1 and 2. Daily instruction, separate from the developmental reading period, is given. During the reading periods the phonovisual method is used and reinforced.

Horricks "Word Charts" - A series of charts summarizing word analysis learnings. Charts have been prepared on beginning consonants, vowels, syllabication, prefixes and suffixes. These may be used for grades one through three.

Listen and Do Records - A set of 16 ten-inch records and 32 duplicating masters and a teaching guide. These materials give auditory and visual training for learning the names and sounds of the alphabet.

McHugh McFarland Applied Phonics - This is a set of sentence strips which are presented visually to a group of pupils. Multiple choices of words are given on the strips. Pupils must decide upon the correct word and react by holding up the number of the correct answer. The pupil must apply what phonic knowledge he has in order to choose the correct answer. These materials were provided for first grade students.

To fully utilize many of the new materials purchased, as well as to maximize the usefulness of existing materials, quantities of various types of equipment which had been purchased for the spring 1966 project year for classroom and school use continued to be employed. This listing of equipment includes motion picture projectors, Language Masters, tape recorders, listening post units, opaque projectors, film strip projectors, phonographs, projection screens, photo-copy machines, primary typewriters, and various specialized pieces of equipment for use in the remedial reading workshops.

Elementary Demonstration School

As a result of the District's comprehensive ESEA Title I review process during the spring and summer of 1966-67, one of the eleven project schools was selected to become a Demonstration School. The Demonstration School concept was an outgrowth of suggestions made by ESEA instructional staff members, as well as a realization of the need to explore a variety of instructional and organizational approaches which might strengthen existing compensatory education efforts.

The school selected for this activity was one of the five schools operating under the "3-on-2" and "5-on-4" plans together with the full complement of supportive and auxiliary services and program elements previously described. In addition to these basic program elements, a number of unique services were provided to facilitate a reorganization of the instructional program. These additional provisions included:

1. Two Elementary Assistants and two TARD's to provide instructional leadership for the primary and intermediate grade level circuits as well as to coordinate the inservice activities of the Teacher Aides.

2. Instructional specialists in the areas of music, health, and physical education.

3. Expansion of the library into a fully equipped instructional-media center. (This phase of the program was not fully realized due to funding limitations which curtailed the necessary remodeling of the library to make it large enough to house the equipment required for a complete media-center operation).

Teachers in grades one through six were provided with approximately twenty minutes of planning time daily through the use of the specialists in music, health, and physical education. This planning time was generally used for inservice activities, team planning, meetings with the instructional leaders and the reading supervisor, conferences, preparation of materials, etc.

Although the staff was generally pleased with the major aspects of the program, some difficulties did arise during the school year which have resulted in a careful examination of the project and some subsequent reorganization for the forthcoming year.

Evaluation Strategies

The overall plan for evaluating the compensatory education program established in the spring of 1966 called for a longitudinal approach to the measurement of pupil progress. Therefore, much of the 1967-68 evaluation activity was devoted to gathering follow-up data on students who had been in the program for variable lengths of time during its two-and-one-half-year period of operation. The basic evaluation design utilized at the elementary school level called for pre-testing and periodic post-testing of students with various standardized tests and other appropriate measuring devices to study, at various grade levels, the apparent effects of differing program complexes on student learning. These programs are represented by "study groups" (clusters of schools) as follows:

a. "ESEA - Team" - This study group included those students who had participated in either the "3-on-2" or "5-on-4" instructional plans in operation at grades 1-3 and 4-6 respectively. In addition, a full complement of ESEA-provided services were available to students, teachers, and parents which included: augmented allotments of time for psychologists, nurses, and guidance consultants; provision of full or part-time librarians; augmented supply and equipment budgets; teacher aides; TARDs; remedial reading classes; in-service programs; and a cultural enrichment program.

b. "ESEA - No Team" - This study group was composed of those students in grades 4-6 who had participated in neither the "3-on-2" or "5-on-4" teaching plans. The full complement of features listed above for "ESEA - Team" was also provided for this group; with the exception of the "swing" teachers.

c. "ESEA - SB 28" - Students in this study group were involved in a reduced class size program provided by Senate Bill 28 monies. Class sizes in grades 1-6 of this program were held to 25 students or less. These schools also received the full complex of services, etc., described above for "ESEA - Team".

d. "SB 28" - The primary feature of the program in this cluster of five schools was the reduction of class sizes to and below 25 students. No additional auxiliary services or materials were provided in these schools.

e. "Comparison" - This study group was composed of students at grades 1, 2, 3, 4, and 6 in four schools located on the periphery of the ESEA Title I Target Area. The achievement levels, racial characteristics, and economic conditions in these communities are quite comparable to those found in the Target Area. The program in these schools was the "regular District program" including the usual levels of services, material and personnel resources, and class loads. The chief difference between this program and those described above should not be construed to be in terms of the vigor of the staff efforts, etc., but rather in terms of the supplementary services, materials, etc., which were not made available as they were in the other study schools.

A summary of the study groups included for analyses in this report is presented in Table 1.

TABLE 1

Study Group Summary

STUDY GROUP	GRADE LEVEL				
	1	2	3	4	6
ESEA - Team	X	X	X	X	X
ESEA - No Team				X	X
ESEA - SB 28	X	X	X	X	X
SB 28	X	X	X	X	X
Comparison	X	X	X	X	X

Instruments

Achievement Tests: To assess pre-post achievement status within and among the study groups, standardized achievement tests were administered as indicated in Table 2.

TABLE 2

Summary of Standardized Achievement Tests
Used for Study Group Analyses

Grade Level	STANDARDIZED TEST	TEST DATES					
		2/66	5/66	10/66	5/67	10/67	5/68
1.	Metro. Readiness Test Stanford Achiev. Test	- -	- -	- -	- -	Form A -	- Prim.I-W
2.	Stanford Achiev. Test	-	-	-	Prim. I-W	-	Prim. II-W
3.	Stanford Achiev. Test	-	Prim. I-W	-	Prim. II-W	-	Prim. II-X
4	Stanford Achiev. Test	-	Prim. II-W	-	Prim. II-X	-	Int. I-W
6	Stanford Achiev. Test STEP Reading	Int. I-W -	- -	- -	- -	Int. II-W Form 4-A	Int. II-X -

In addition to the year-long and/or longitudinal measurements of the study groups described above, a variety of questionnaires, rating scales, and interview schedules were developed to obtain subjective evaluations from instructional staffs, students, and parents. Both the objective and subjective data were deemed to be of importance and thus provide the bases for this report.

Teacher's Evaluation of Individual Student's Language Arts Skills: Teacher ratings on a 15 item rating scale provided another means for assessing pupil performance. These scales were completed in May, 1968 on the available students still remaining from a 30% random sample of second and sixth grade youngsters who had been rated in the spring of 1967. Computer analyses of these data had not been received in time for inclusion in this report. However, a copy of the rating instrument will be found in Appendix I-B-1.

Teacher's Grades: Teacher grades were used as another means for assessing change in pupil performance. Grades in the areas of "Reading", "Speaking", and "Citizenship" were analyzed for those students having complete pre-post data for the first marking period of 1967 and the fourth marking period of 1968.

School Attendance: School attendance records were collected for the same marking periods as indicated above in the Teacher's Grades section. Attendance data were included as a part of the overall evaluation design to serve as a rough index of pupil motivation as well as an indicator of the success of the program in effecting improvements in attendance patterns. Computer analyses of these data had not been received in time for inclusion in this report.

Student Self-Rating Scale: To study changes in student self-perceptions in selected behavioral areas within and among study groups, a locally developed instrument was administered to all sixth graders enrolled in the project and comparison school study groups. For the purposes of this report, these data were analyzed for only those students who had rated themselves at both the April, 1967 and April, 1968 administration periods. A copy of the rating scale will be found in Appendix I-B-2.

Staff Questionnaires: Questionnaires designed to obtain subjective evaluative opinions regarding significant aspects of the program operation and effectiveness were completed by administrative and instructional staff members of the study schools. Copies of the questionnaires are included in Appendix I-B.

Parent Interviews: A random sample of 188 parents of pupils enrolled in grades 1-6 in the ESEA Target Area schools was interviewed to obtain opinions of the value of the compensatory education program to their children. A complete report of the procedures employed and the results obtained will be found in Chapter VI. A copy of the elementary school parent interview schedule will be found in Appendix VI-A-1.

Data Analysis

Standardized Tests: Statistical analyses including frequency distributions, means, and standard deviations were performed on pre and post-test raw scores of all pupils for whom complete data were available at the selected testing periods outlined in Table 2.

In order to study those features of the program which might possibly be contributing differentially to pupil achievement outcomes, analyses of test score performance among study groups received major attention. In order to make these comparisons among the various study groups, the analysis of covariance technique is utilized. Analysis of covariance is useful in situations in which the means of two or more groups differ on an initial testing and one wishes to compare the means of those groups on a post test. The post-test means are adjusted to what they would have been had the initial means been equal, and the differences between or among the adjusted means are tested for significance.

Since the obtained post-test mean differences among the groups under study may have been a function of pre-test mean score differences on the particular tests used, study groups were "equated" statistically on the appropriate pre-test instrument. Post-test statistical analyses were then performed on adjusted means and those significant differences occurring were presumed to be related to the services or experiences to which the study group members were exposed during the period under study.

Efforts have been made to present the results of the analyses of covariance in a manner whereby statisticians, instructional staff members, and the community might gain a full understanding of the results observed at each grade level under study. To achieve this end, the actual and adjusted means obtained from the analyses of covariance have been expressed in terms of: raw scores; grade placements; percentile ranks (based on national norms); and mean grade equivalent achievement gains (expressed in terms of months of growth during the periods under study).

Teacher's Grades: Teacher grade data for sixth grade pupils were also analyzed using the covariance technique described above to determine what, if any, significant differences occurred among the groups under study.

Student Self-Ratings: In an effort to develop a more comprehensive means of reporting the results of student self-ratings, careful examination coupled with item analysis and computation of internal consistency estimates of reliability of selected items of the self-rating resulted in the development of three sub-scales for the instrument. The three sub-scales and the items included within each are outlined below:

Sub-Scale	Item numbers included in scale
1. "Academic Skills"	4, 5, 9, 10, 17, 18, 20, 35, 36, 37, 39, 40, 41, 42, and 43
2. "Study Skills"	2, 7, 8, 11, 16, 19, and 22
3. "Motivation"	1, 3, 6, 12, 21, and 23

Mean scale scores for each of the study groups were computed and appropriate pre-post within and among group differences were calculated using the Chi Square technique.

Other Data: Staff questionnaire and parent interview results are reported in terms of response frequencies and percentage conversions. When the school attendance and teacher rating data analyses are completed, the results of those analyses will be made available to instructional and administrative staff members to provide them with two additional means of examining the effectiveness of the program.

Data Processing Services: The major statistical analyses were performed by the Palo Alto office of the Service Bureau Corporation. A comprehensive data processing master file and data analysis system, developed in the fall of 1967, provided the means for conducting the various statistical procedures required for the longitudinal studies undertaken for the 1967-68 academic year.

FINDINGS

Standardized Test Results

Comprehensive analyses of standardized test results have been made for grade levels 1-4 and 6th grade. Data for the pre and post assessments were drawn, whenever possible, from regular District and State-required test surveys and supplemented, where necessary, be special test surveys in the study schools. Raw score distributions, including means and standard deviations, of pre and post test results for the various study groups and grade levels are presented in Appendix I-A.

The major focus of the design for analyses of the test data centers on interprogram comparisons. The five program approaches or treatment categories, as outlined in the "Evaluation Strategies" section of this report, do not represent "treatments" in the sense of a laboratory controlled experiment. Rather, they represent complexes of equally vigorous instructional approaches which have emerged under the differing conditions in the respective clusters of schools. No efforts have been made to restrict the use of certain in-class procedures or the use of particular types of equipment, etc. to a specific category of schools. However, due to the provision or non-provision of major elements, the study groups have differed on several identifiable dimensions.

Results at Grade 1: Metropolitan Readiness Tests were administered to students in the four basic study groups at the primary level in October, 1967. Subsequently, the children were administered the Reading section of the Stanford Achievement Test (SAT) as part of the State testing survey in May, 1968 The readiness test, which purports to measure reading related aptitudes, provided data on the distribution of these abilities in the respective study groups and was ultimately used as the independent variable for the covariance analysis of the pre and post data.

A summary of the analysis of covariance performed at grade 1 is presented in Table 3.

It will be observed from Table 3 that the May, 1968 SAT Total Reading scores were adjusted on the basis of the intergroup differences identified with the Metropolitan Readiness Test. Further examination of the table will reveal that the F ratio resulting from the analysis of covariance is of sufficient magnitude to make the differences among the four groups significant at the .01 level--in other words, differences of this magnitude may be expected to occur by chance only once in every hundred observations. Examination of the adjusted

TABLE 3

Analysis of Covariance of Achievement Test Results: Grade 1

ANALYSIS 1: May 1968 results adjusted for differences in Metropolitan Readiness Test Scores (10/67)

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	7082.47	3	2360.82	19.27	$<.01$
Error (within)	165659.56	1352	122.53		
Total	172742.03				

	Metropolitan Readiness Test 10/67		Total SAT Reading 5/68			
			Actual Means		Adjusted Means	
	Mean RS	Mean %ile	RS	GP	RS	GP
ESEA - Team N= 364	42.8	27	31.2	1.6	32.8	1.6
ESEA - SB 28 N= 400	48.0	36	29.5	1.6	28.7	1.6
SB 28 N= 350	47.8	36	28.7	1.6	27.9	1.6
Comparison N= 243	46.0	33	33.0	1.6	33.1	1.6

raw score means reveals no significant difference between the "ESEA-Team" and "Comparison" study groups; although these two groups performed significantly better than either the "ESEA-SB 28" or the "SB 28" groupings of schools. However, inspection of the actual and adjusted grade placement means reveals that when the raw score means are converted into grade equivalent units differences among the groups disappear, and each of the four groups is approximately 2 months below grade level expectancy of 1.8.

Results at Grade 2: The analysis of covariance performed for the four study groups at grade 2 utilized the results of SAT Total Reading score data collected in May of 1967--when these students were completing first grade--and similar data collected in May, 1968. A summary of the analysis of covariance performed at grade 2 is presented in Table 4.

Results at Grade 3: Two analyses of covariance were generated from the available Stanford Achievement Test (Total Reading) scores for students at third grade. In these analyses, only students having complete data for the following three testing periods were included: May, 1966; May, 1967; and May, 1968. These three testing dates represent end of first grade, end of second grade, and end of third grade test administrations. Table 5 presents the May, 1967 results adjusted for differences in May, 1966, and the May, 1968 results for intergroup differences observed in May, 1966.

An examination of Table 5 will reveal that there were significant differences of adjusted raw score means among the four study groups at both the 5/67 and 5/68 testing periods. A relatively consistent pattern of differences among the groups will be observed for both the May, 1967 and May, 1968 test dates. The three project groups, "ESEA-Team", "ESEA-SB 28", and "SB 28" have significantly higher adjusted raw score means than those observed for the "Comparison" group. There appears to be relatively little difference between the adjusted values for the "ESEA-Team" and the "SB 28" study groups at either testing time. The grade placement deficiency of the "Comparison" group was one to two months below the other three groups in May, 1967, while that difference faded to a constant one month in May, 1968. The relative ranking of the four study groups at both the 5/67 and 5/68 analysis periods would appear to be: (1) "ESEA-Team"; (2) "SB 28"; (3) "ESEA-SB 28"; and (4) "Comparison".

Results at Grade 4: The analyses at grade 4 were performed on the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test battery, administered to students in May, 1966, May, 1967, and May, 1968. The results are, therefore, representative of end of second grade, end of third grade, and end of fourth grade status among the five groups represented in the analyses. Data obtained from the covariance analyses of current fourth graders are presented in Tables 6 and 7.

Examination of the SAT Word Meaning data presented in Table 6 will reveal statistically significant differences among the five study groups at both the 5/67 and 5/68 testing periods. Caution should be exercised when examining the results for the "ESEA-Team" group, due to the modest sample (N=12) of students in this group having complete test data for the two year period represented by the analysis. Comparisons of the adjusted means of the remaining four study groups at the May, 1967 testing period indicate a tendency in favor of the "SB 28" treatment group, followed closely by the "Comparison" group. The relative positions of the "ESEA-No Team" and "ESEA-SB28" study samples appear to

TABLE 4

Analysis of Covariance of Stanford Achievement Test Results (Total Reading): Grade 2

ANALYSIS 1: May 1968 results adjusted for differences in May 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)					
Error (within)					
Total					

	SAT Total Reading 5/67		SAT Total Reading 5/68			
	Actual Means		Actual Means		Adjusted Means	
	RS	GP	RS	GP	RS	GP
ESEA–Team N=						
ESEA-SB 28 N=						
SB 28 N=						
Comparison N=						

Computer Analyses of these data were not completed in time for inclusion in this report.

TABLE 5

Analyses of Covariance of Stanford Achievement Test Results (Total Reading): Grade 3

ANALYSIS 1: May 1967 results adjusted for differences in May 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	2080.64	3	693.55	5.84	< .01
Error (within)	89036.72	750	118.72		
Total	91117.36				

ANALYSIS 2: May 1968 results adjusted for differences in May 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	1841.35	3	613.78	3.03	< .05
Error (within)	152009.46	750	202.68		
Total	153850.81				

	SAT Total Reading 5/66		SAT Total Reading 5/67				SAT Total Reading 5/68			
			Actual		Adjusted		Actual		Adjusted	
	RS	GP	RS	GP	RS	GP	RS	GP	RS	GP
ESEA-Team N=184	32.4	1.6	37.3	2.4	36.3	2.4	52.6	3.0	51.6	2.9
ESEA-SB 28 N=237	29.0	1.6	31.9	2.2	33.7	2.3	47.7	2.8	49.5	2.9
SB 28 N=173	34.6	1.7	38.6	2.5	35.9	2.4	52.7	3.0	50.1	2.9
Comparison N=161	29.6	1.6	30.6	2.1	31.9	2.2	45.8	2.7	47.1	2.8

TABLE 6

Analyses of Covariance of Stanford Achievement Test Results (Word Meaning): Grade 4

ANALYSIS 1: May 1967 results adjusted for differences in May 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	354.24	4	88.56	2.90	$<.05$
Error (within)	20276.61	664	30.54		
Total	20630.85				

ANALYSIS 2: May 1968 results adjusted for differences in May 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	785.94	4	196.48	6.17	$<.01$
Error (within)	21133.63	664	31.83		
Total	21919.56				

	SAT Word Meaning 5/66		SAT Word Meaning 5/67				SAT Word Meaning 5/68			
	Actual Means		Actual Means		Adjusted Means		Actual Means		Adjusted Means	
	RS	GP	RS	GP	RS	GP	RS	GP	RS	GP
ESEA - Team N=12	14.5	2.6	20.1	3.0	19.2	2.9	18.7	4.6	17.7	4.3
ESEA - No Team N=160	12.8	2.3	18.8	2.9	18.8	2.9	12.4	3.5	12.4	3.5
ESEA - SB 28 N=111	12.5	2.3	18.6	2.9	18.7	2.9	12.7	3.6	12.9	3.6
SB 28 N=189	13.7	2.5	21.1	3.1	20.6	3.1	13.6	3.7	13.1	3.6
Comparison N=198	12.1	2.1	18.9	2.9	19.4	2.9	14.3	3.7	14.7	3.8

TABLE 7

Analyses of Covariance of Stanford Achievement Test Results (Paragraph Meaning): Grade 4

ANALYSIS 1: May 1967 results adjusted for differences in May 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	690.08	4	172.52	2.29	> .05
Error (within)	50061.96	664	75.39		
Total	50752.03				

ANALYSIS 2: May 1968 results adjusted for differences in May 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	462.49	4	115.62	2.28	> .05
Error (within)	33656.53	664	50.69		
Total	34119.02				

	SAT Paragraph 5/66		SAT Paragraph 5/67				SAT Paragraph 5/68			
	Actual Means		Actual Means		Adjusted Means		Actual Means		Adjusted Means	
	RS	GP	RS	GP	RS	GP	RS	GP	RS	GP
ESEA - Team N= 12	23.8	2.4	32.7	3.0	30.6	2.9	27.3	4.1	25.8	4.0
ESEA - No Team N= 160	19.9	2.1	30.7	2.9	31.3	2.9	20.9	3.4	21.4	3.4
ESEA - SB 28 N= 111	19.4	2.1	30.2	2.8	31.2	2.9	20.8	3.4	21.6	3.6
SB 28 N= 189	22.2	2.3	34.5	3.1	33.6	3.0	23.8	3.8	23.1	3.7
Comparison N= 198	21.0	2.2	31.6	2.9	31.5	2.9	22.0	3.6	21.9	3.6

have slipped somewhat from those observed in May, 1966. Inspection of the data for May, 1968, representing a full two year study of achievement test scores for the five groups, reveals a somewhat altered trend as opposed to that observed for the May, 1967 data. Differences among the five groups are observed to be significant and the .01 level, with a clear indication that the "ESEA-Team" sample performed significantly better than the four remaining study groups. However, overgeneralization on this small sample of students would be ill-advised. Of the four remaining groups, it would appear that students in the "Comparison" sample performed significantly better than those students in the three project samples.

Similar comparisons were made for fourth grade students on the Paragraph Meaning subtest of the SAT. These data are summarized in Table 7. (The reader is again cautioned about the small sample size of the "ESEA-Team" study group).

It will be observed from Table 7 that no significant differences were obtained among the five study groups at either the May, 1967 or May, 1968 testing periods when the raw score means were adjusted for the inter-group differences observed in May of 1966. It would appear from these data that each of the five study groups is performing equally as well as any other group included in the analyses.

Results at Grade 6: Achievement test data for the 1967-68 sixth graders was analyzed for two separate time intervals. The first analysis covers the time period from February, 1966--the point at which the ESEA project was introduced into the schools--through May, 1968. Only three of the study groups--"ESEA-Team", "ESEA-No Team", and "ESEA-SB 28"--had complete data for this extended time period and, therefore, are the only groups included in this analysis. The second analysis covers the time period from October, 1966 through May, 1968. These dates represent beginning of fifth grade and end of sixth grade status of the students in each of the five treatment groups. The results of the analyses performed for these two time periods are presented in Tables 8-10.

Table 8 summarizes the results of the covariance analysis performed on the SAT Word Meaning subtest administered in February, 1966, October, 1967, and May, 1968.

Examination of Table 8 will reveal that there were no significant differences among the three study samples at the October, 1967 testing period when the means were adjusted for differences observed at the program's inception in February, 1966. However, statistically significant differences were observed among the three groups' adjusted means in May, 1968. There is a clear indication that both the "ESEA-SB 28" and "ESEA-No Team" groups performed significantly better than the "ESEA-Team" sample.

Parallel comparisons were made for these three treatment groups on the Paragraph Meaning subtest. Data for these analyses are presented in Table 9.

Inspection of the results of the analyses of covariance presented in Table 9 will reveal that there were no statistically significant differences among the adjusted means of the three study samples at either the October, 1967 or May, 1968 testing periods. In addition, an examination of the grade placement values will reveal only minor differences among the groups.

TABLE 8

Analyses of Covariance of Stanford Achievement Test Results (Word Meaning): Grade 6

ANALYSIS 1: Oct. 1967 results adjusted for differences in Feb. 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	89.70	2	44.85	1.54	$> .05$
Error (within)	11912.65	408	29.20		
Total	12002.35				

ANALYSIS 2: May 1968 results adjusted for differences in Feb. 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	647.02	2	323.51	6.62	$< .01$
Error (within)	19948.13	408	48.89		
Total	20595.16				

	SAT Word Meaning 2/66		SAT Word Meaning 10/67				SAT Word Meaning 5/68			
	Actual Means		Actual Means		Adjusted Means		Actual Means		Adjusted Means	
	RS	GP	RS	GP	RS	GP	RS	GP	RS	GP
ESEA - Team N= 57	12.3	3.6	14.1	4.2	13.0	4.1	18.5	5.1	17.2	4.7
ESEA - No Team N= 149	10.7	3.5	14.5	4.4	14.3	4.2	20.1	5.2	19.9	5.2
ESEA - SB 28 N= 206	9.5	3.3	14.0	4.2	14.4	4.2	20.4	5.2	21.0	5.4

TABLE 9

Analyses of Covariance of Stanford Achievement Test Results (Paragraph Meaning): Grade 6

ANALYSIS 1: Oct. 1967 results adjusted for differences in Feb. 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	200.36	2	100.18	2.12	> .05
Error (within)	19247.05	408	47.17		
Total	19447.41				

ANALYSIS 2: May 1968 results adjusted for differences in Feb. 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	65.61	2	32.80	.51	> .05
Error (within)	26397.10		64.70		
Total	26462.70				

	SAT Paragraph Meaning 2/66		SAT Paragraph Meaning 10/67				SAT Paragraph Meaning 5/68			
	Actual Means		Actual Means		Adjusted Means		Actual Means		Adjusted Means	
	RS	GP	RS	GP	RS	GP	RS	GP	RS	GP
ESEA - Team N = 57	18.1	3.1	22.3	4.4	21.9	4.4	24.8	4.8	24.3	4.7
ESEA - No Team N = 149	18.1	3.1	21.8	4.4	21.3	4.3	26.1	4.9	25.6	4.9
ESEA - SB 28 N = 206	16.5	3.0	19.6	4.2	20.1	4.2	24.7	4.8	25.2	4.8

Sixth grade students in each of the five study groups were administered the Reading subtest of the Sequential Test of Educational Progress in October of 1966 when they were beginning their fifth grade year. These data, along with the Word Meaning and Paragraph Meaning subtests of the Stanford Achievement Test which were administered at the end of sixth grade, form the bases for analyses of across-group differences over approximately a two year period. A summary of the analyses of covariance performed on these data is presented in Table 10.

Table 10 again reveals significant differences among the adjusted means of the five study groups at the May, 1968 administration of the Word and Paragraph Meaning subtest of the SAT when the STEP Reading scores were used as the covariate control. The adjusted means for the "ESEA-SB 28" and "SB 28" study groups are nearly equal and are significantly higher than those of the other groups. The adjusted means of the "ESEA-Team" sample should be particularly noted, since they are well below the means of each of the other study samples.

A summary of the analyses of covariance performed for each of the grade levels included in the achievement test studies, including adjusted post test raw score means, F ratios, and significance and probability statements, is presented in Table 11.

Another method for examining the grade-by-grade data is to convert the adjusted raw score into equivalent grade placement values. These conversions, for each of the grade levels under examination, are presented in Table 12.

An examination of the grade equivalent values on Table 12 will reveal that at no testing period did the test score averages of any of the groups at the various grade levels reach the national norm level. Each of the study groups at grade one fall two months below grade level expectancy of 1.8. The end of second grade and end of third grade averages for the third grade study groups fall from four months to one full year below the grade level expectancies of 2.8 and 3.8, respectively. It should also be noted, at third grade, that the group falling farthest below expectancy is the "Comparison", or regular-District-program study group. Further examination of Table 12 will reveal similar below grade level averages for all study groups at grades four and six.

The data in Table 12 can also be interpreted in a somewhat different manner than that described above. The statistical significance and probability statements summarized in Table 12 reveal that, of the nine analyses performed, seven were observed to have significant raw score differences among the groups studied. However, when these adjusted raw score means are converted into grade placement units, there appear to be only minor differences between the study groups. The observed differences range from equal grade equivalent standings of the four groups included in the first grade analysis to three months on the May, 1968 Word and Paragraph Meaning subtests at grade four and the Paragraph Meaning subtest at grade six. The one notable exception to this finding will be observed for the Word Meaning subtest at grade six, where the maximum difference among the groups is seven months. Although the raw score values are statistically significant, these minor differences in grade placement values raise the question of the practical significance of the differences among the treatment populations.

TABLE 10

Analyses of Covariance of Stanford Achievement Test Results (Word Meaning and Paragraph Meaning): Grade 6

ANALYSIS 1: May 1968 Word Meaning results adjusted for differences on STEP Reading in October 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	1604.79	4	401.20	9.00	<.01
Error (within)	44245.74	988	44.78		
Total	45850.52				

ANALYSIS 2: May 1968 Paragraph Meaning results adjusted for differences on STEP Reading in October 1966

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	602.05	4	150.51	2.78	<.05
Error (within)	53502.20	988	54.15		
Total	54104.26				

	STEP Reading 10/66		SAT 5/68 Word Meaning				SAT 5/68 Paragraph Meaning			
	Actual Means		Actual Means		Adjusted Means		Actual Means		Adjusted Means	
	RS	%ile	RS	GP	RS	GP	RS	GP	RS	GP
ESEA - Team N = 68	30.8	29	18.4	4.9	17.5	4.9	24.3	4.7	23.1	4.6
ESEA - No Team N = 196	28.3	25	19.3	5.1	19.4	5.1	24.8	4.8	24.9	4.8
ESEA - SB 28 N = 267	25.0	20	20.1	5.2	21.5	5.6	24.2	4.7	26.1	4.9
SB 28 N = 234	30.2	29	21.0	5.4	20.3	5.2	26.5	5.0	25.5	4.9
Comparison N = 229	30.5	29	19.3	5.1	18.5	5.1	25.8	4.9	24.7	4.8

TABLE 11

Analyses of Covariance of Achievement Test Results
(Raw Scores)

Grade Level	STANFORD ACHIEVEMENT TEST	Analysis Period		ADJUSTED POST TEST MEANS					"F" Ratio	Statistical Significance of Raw Scores Differences
		Pre	Post	ESEA-Team Teaching	ESEA-No Team Teaching	ESEA-SB 28	SB 28-(only)	Comparison		
1	Total Reading	(Metro. Readiness) Oct 67	May 68	32.8	-	28.7	27.9	33.1	19.27	Significant ($p < .01$)
2	Total Reading	May 67	May 68	Computer Analyses of these data were not completed in time for inclusion in this report.						
3	Total Reading	May 66	May 67	36.3	-	33.7	35.9	31.9	5.84	Significant ($p < .01$)
	Total Reading	May 66	May 68	51.6	-	49.5	50.1	47.1	3.03	Significant ($P < .05$)
4*	Word Meaning	May 66	May 67	(19.2)	18.8	18.7	20.6	19.4	2.90	Significant ($p < .05$)
	Word Meaning	May 66	May 68	(17.7)	12.4	12.9	13.1	14.7	6.17	Significant ($p < .01$)
	Paragraph Meaning	May 66	May 67	(30.6)	31.3	31.2	33.6	31.5	2.29	Not Significant ($p > .05$)
	Paragraph Meaning	May 66	May 68	(25.8)	21.4	21.6	23.1	21.9	2.28	Not Significant ($p > .05$)
6	Word Meaning	(STEP) Oct 66	May 68	17.5	19.4	21.3	20.3	18.5	9.00	Significant ($p < .01$)
	Paragraph Meaning	(STEP) Oct 66	May 68	23.1	24.9	26.1	25.5	24.7	2.78	Significant ($p < .05$)

*Note: Sample size for fourth grade Team Teaching study group was only 12. Results for this small group must be interpreted with extreme caution.

TABLE 12

Analyses of Covariance of Achievement Test Results
(Grade Equivalent Scores)

Grade Level	STANFORD ACHIEVEMENT TEST	Analysis Period		ADJUSTED POST TEST MEANS					"F" Ratio	Statistical Significance of Raw Scores Differences
		Pre	Post	ESEA-Team Teaching	ESEA-No Team Teaching	ESEA-SB 28	SB 28-(only)	Comparison		
1	Total Reading	(Metro. Readiness) Oct 67	May 68	1.6	-	1.6	1.6	1.6	19.27	Significant ($p < .01$)
2	Total Reading	May 67	May 68	Computer Analyses of these data were not completed in time for inclusion in this report.						
3	Total Reading	May 66	May 67	2.4	-	2.3	2.4	2.2	5.84	Significant ($p < .01$)
	Total Reading	May 66	May 68	2.9	-	2.9	2.9	2.8	3.03	Significant ($p < .05$)
4*	Word Meaning	May 66	May 67	(2.9)	2.9	2.9	3.1	2.9	2.90	Significant ($p < .05$)
	Word Meaning	May 66	May 68	(4.3)	3.5	3.6	3.6	3.8	6.17	Significant ($p < .01$)
	Paragraph Meaning	May 66	May 67	(2.9)	2.9	2.9	3.0	2.9	2.29	Not significant ($p > .05$)
	Paragraph Meaning	May 66	May 68	(4.0)	3.4	3.6	3.7	3.6	2.28	Not significant ($p > .05$)
6	Word Meaning	(STEP) Oct 66	May 68	4.9	5.1	5.6	5.2	5.1	9.00	Significant ($p < .01$)
	Paragraph Meaning	(STEP) Oct 66	May 68	4.6	4.8	4.9	4.9	4.8	2.78	Significant ($p < .05$)

*Note: Sample size for fourth grade Team Teaching study group was only 12. Results for this small group must be interpreted with extreme caution.

Table 13 presents the data for grades 2, 3, 4 and 6 in yet another manner. When the means for the various testing periods in each grade level analysis are converted into percentile ranks--based on national norms--it will be observed that each of the study groups has a variable pattern of percentile rankings depending upon which grade level is examined. In general, it can be stated that each of the study groups' percentile ranks over the testing periods incorporated in the analysis either remained relatively constant or diminished slightly. The one exception to this pattern will be observed at grade four, where there is a twelve point increment between the May, 1966 and May, 1968 testing periods for the "ESEA-Team" sample. Although this dramatic increment is interesting, it must be interpreted with caution due to the small sample of students included in the analysis (N=12).

One of the primary operational objectives of the ESEA program has been to augment the rates of achievement progress made by the students to at least a month-for-month level in order to enhance the pattern of growth evidenced in past years. An examination of the magnitude of the growth exhibited by elementary school participants is presented in Table 14. The data in Table 14 reflect the number of instructional months and the mean reading achievement gains during the pre-post testing periods under analysis.

Examination of the data presented in Table 14 will reveal that in few instances did the mean reading achievement gains of any group reach the desired month-for-month growth rate. The gains in Total Reading scores during the ten and twenty month intervals presented for grade 3 reveal increments of five to eight months during the ten month period, and eleven to fourteen month increments during the twenty month period. Although these increments are below the desired levels, it is interesting to note that the three sample groups participating in special compensatory education projects had growth rates in excess of those evidenced for the "Comparison" or regular-District-program schools.

Data for ten and twenty month periods of instruction are also presented for the Word and Paragraph Meaning subtests administered at grade four. It will be observed that the mean gains in Word Meaning of the "Comparison" group exceeded the gains made by the project groups for both the ten and twenty month instructional intervals. Only minor variations among the four groups will be observed for the fourth grade gains in Paragraph Meaning.

The pretest for the sixth grade was administered in February, 1966, with intervening test administrations in October, 1967 and May, 1968. The time interval represented between the pretest and the subsequent follow-up tests represent instructional periods of 13 and 23 months, respectively. During the thirteen month instructional period, gains of six months (for the "ESEA-Team" sample) and nine months (for both the "ESEA-No Team" and "ESEA-SB 28" samples) were observed in Word Meaning. Of particular note are the twelve and thirteen month gains in Paragraph Meaning during this thirteen month instructional interval. Gains in both Word and Paragraph Meaning over the extended period of time range from fifteen to nineteen months for Word Meaning and seventeen to eighteen months for Paragraph Meaning. It is also interesting to note that in three of the four sets of data presented for the sixth grade, the "ESEA-SB 28" study group either equalled or exceeded the gains made by the "ESEA-Team" and "ESEA-No Team" treatment samples.

TABLE 13

Mean Percentile Rank Standings in Reading Achievement at Various Testing Periods for Study Groups at Grades 2, 3, 4, and 6

Grade	Test Date	MEAN PERCENTILE RANKS (National Norms)				
		ESEA-Team	ESEA-No Team	ESEA-SB 28	SB 28	Comparison
2	5/67	Computer Analyses of these data were not completed in time for inclusion in this report.				
	5/68					
3	5/66	14	-	14	24	14
	5/67	26	-	20	32	14
	5/68	20	-	14	20	12
4*	5/66	(30)	20	20	24	16
	5/67	(19)	15	14	23	15
	5/68	(42)	14	16	20	20
6	2/66	18	16	13	-	-
	10/67	14	15	12	-	-
	5/68	14	17	16	-	-

* Note: Sample size for fourth grade Team Teaching study group was only 12. Results for this small group must be interpreted with extreme caution.

TABLE 14

Mean Reading Achievement Gains Expressed in Grade Equivalent Units for Study Groups at Grades 2, 3, 4, and 6

Grade	Study Period			Mean Reading Achievement Gains (Expressed in Grade Equivalent Units or Months)					Stanford Reading Test Scores
	Pre Test Date	Post Test Date	Number of School Months	ESEA-Team	ESEA-No Team	ESEA-SB 28	SB 28	Comparison	
2	5/67	5/68	10	Computer Analyses of these data were not completed in time for inclusion in this report.					Total Reading
3	5/66	5/67	10	8	-	6	8	5	Total Reading
	5/66	5/68	20	14	-	12	13	11	Total Reading
4*	5/66	5/67	10	(4)	6	6	6	8	Word Meaning
	5/66	5/68	20	(20)	12	13	12	16	Word Meaning
	5/66	5/67	10	(6)	8	7	8	7	Paragraph Meaning
	5/66	5/68	20	(17)	13	13	15	14	Paragraph Meaning
6	2/66	10/67	13	6	9	9	-	-	Word Meaning
	2/66	5/68	23	15	17	19	-	-	Word Meaning
	2/66	10/67	13	13	13	12	-	-	Paragraph Meaning
	2/66	5/68	23	17	18	18	-	-	Paragraph Meaning

* Note: Sample size for fourth grade Team Teaching study group was only 12. Results for this small group must be interpreted with extreme caution.

Teachers' Grades Results

Teachers' grades, for sixth grade pupils in the five basic study groups, were analyzed as another means for assessing inter-group differences in pupil performance. Results of the analyses of covariance performed on grades in the areas of Reading, Speaking, and Citizenship are presented in Tables 15-17. The analyses in each of the three areas utilized Marking Period 1-1967 grades as the covariate control to adjust the grades for Marking Period 4-1968.

Examination of the Reading grade data presented in Table 15 will reveal that there were no statistically significant differences among the five groups on the adjusted mean grades earned by these students at the end of the 1967-68 school year. The grades earned by one group were equally as high as those earned by any other group.

Table 16 presents a similar analysis for Speaking grades.

The results of the analysis of covariance performed on the Speaking grades reveal differences among the five study groups to be significant at the .01 level of probability. Examination of the adjusted means indicates that the first four groups are approximately equivalent, while the "Comparison" group mean is significantly lower than those observed for the other groups. Thus, it would appear that the Speaking grades of students in compensatory education project schools are notably better than the grades of those students in the non-project schools.

Table 17 presents the results of the analysis of covariance performed on the Citizenship grades earned by students in the five sample populations. The magnitude of the F ratio presented in Table 17 indicates that there were no statistically significant differences in Citizenship grades among the groups studied. However, it should again be noted that the grades for the project groups were somewhat higher than those for the "Comparison" sample.

Student Self-Rating Results

Summary statistics for the three sub-scales of the Elementary Student Self-Ratings are presented in Table 18.

TABLE 15

Analysis of Covariance of Teacher's Grades Results: Grade 6

ANALYSIS 1: June 1968 results adjusted for differences in November, 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	5.99	4	1.50	2.34	> .05
Error (within)	175.18	273	0.64		
Total	181.18				

	Reading Grades		
	Marking Period 1-1967	Marking Period 4-1968	
	Mean Grade*	Actual Mean Grade	Adjusted Mean Grade
ESEA - Team N = 22	2.9	3.0	3.1
ESEA - No Team N = 56	3.4	3.4	3.2
ESEA-SB 28 N = 84	2.9	3.3	3.3
SB 28 N = 77	3.0	3.4	3.4
Comparison N = 40	2.8	2.9	3.0

*1 = "Unsatisfactory"
2 = "Needs Improvement"
3 = "Satisfactory"
4 = "Good"
5 = "Excellent

TABLE 16

Analysis of Covariance of Teacher's Grades Results: Grade 6

ANALYSIS 1: June 1968 results adjusted for differences in November, 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	8.84	4	2.21	4.80	$< .01$
Error (within)	124.79	271	0.46		
Total	133.63				

	Speaking Grades		
	Marking Period 1-1967	Marking Period 4-1968	
	Mean Grade*	Actual Mean Grade	Adjusted Mean Grade
ESEA - Team N = 22	3.0	3.1	3.2
ESEA - No Team N = 56	3.2	3.6	3.5
ESEA-SB 28 N = 80	2.9	3.3	3.4
SB 28 N = 76	3.1	3.4	3.4
Comparison N = 43	2.9	2.9	2.9

*1 = "Unsatisfactory"
2 = "Needs Improvement"
3 = "Satisfactory"
4 = "Good"
5 = "Excellent"

TABLE 17

Analysis of Covariance of Teacher's Grades Results: Grade 6

ANALYSIS 1: June 1968 results adjusted for differences in November, 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	6.37	4	1.59	2.05	> .05
Error (within)	211.90	273	0.78		
Total	218.27				

	Citizenship Grades		
	Marking Period 1-1967	Marking Period 4-1968	
	Mean Grade*	Actual Mean Grade	Adjusted Mean Grade
ESEA - Team N = 22	2.8	3.2	3.4
ESEA - No Team N = 56	3.4	3.6	3.5
ESEA-SB 28 N = 81	2.9	3.4	3.5
SB 28 N = 77	3.2	3.6	3.5
Comparison N = 43	3.1	3.1	3.1

*1 = "Unsatisfactory"
2 = "Needs Improvement"
3 = "Satisfactory"
4 = "Good"
5 = "Excellent"

TABLE 18

Means and Standard Deviations for the Three Sub-Scales of the Elementary Self-Rating-Grade 6

GROUP		RATING SCALES					
		Academic Skills (Max Score=66)		Study Skills (Max Score=34)		Motivation (Max Score=28)	
		PRE	POST	PRE	POST	PRE	POST
ESEA	Mean	48.7	49.4	23.9	23.4	21.2	21.1
N=77	S.D.	6.5	3.8	3.9	3.8	3.7	2.9
ESEA-SB 28	Mean	48.9	48.7	24.3	24.1	21.8	21.7
N=61	S.D.	7.7	7.2	4.9	4.2	3.4	3.4
SB 28	Mean	48.3	49.3	24.0	23.5	21.3	21.3
N=67	S.D.	8.4	5.0	4.4	3.8	3.3	2.9
Comparison	Mean	49.4	50.2	24.3	24.7	21.6	21.1
N=62	S.D.	6.0	4.6	5.6	4.2	3.7	3.1

Two questions were of importance in studying the students' responses. One relates to any differences which may exist among the various samples, while the other relates to any shifts which may occur between the pre and post ratings.

Examination of Table 18 will reveal that, for each sub-scale, the means of the four study groups are quite similar. It will also be observed that the pre to post shifts are relatively minor, with no consistent pattern being exhibited. Correlated Chi Square tests were performed to test the significance of any within group shifts between the pre and post administrations of the self-ratings. Results of these analyses revealed no significant pre-post shifts within any of the groups on the three scales. Contingency Chi Square tests were also performed to determine if any significant differences occurred among the four groups on the three sub-scales. Results of these analyses again revealed no significance between group differences.

It should be noted that, although no statistical tests were performed on the items not included in the sub-scales, teachers in the project schools found the students' responses to be of help to them in better understanding student attitudes, motivation, and aspiration.

Staff Questionnaire Results

Teachers, administrators and teacher assistants for reading development (TARD's) in ESEA team study group schools strongly supported the ESEA Reading Program. Approximately 85% of the teachers and 100% of the administrators and TARD's reported "Much - Some Value" in three aspects of the program: the increased pupil confidence, motivation and interest; the amplified meaningful and purposeful reading and language instruction; the increased student ability to analyze, decode and comprehend words. Improvements in students' skills and abilities in oral and written expression were noted by 78% of the teachers and more than 90% of the administrators and TARD's. The data are reported in detail in Table 19.

Sixty teachers in the "3-on-2" teaching plan and 9 teachers in the "5-on-4" teaching plan compared the "swing teacher plan" with the "single-teacher, self-contained classroom plan". When percents in Table 19 were averaged, the data indicated that 83% of the teachers in the "3-on-2" teaching plan and 100% of the teachers in the "5-on-4" teaching plan believed they could devote more time to group and individual instruction. Fewer teachers, 75% in "3-on-2" teaching plan and 67% in "5-on-4" teaching plan, believed that the "swing teacher plan" had provided more time to devote to classroom preparation.

Administrators and TARD's compared the "swing teacher plan" with the "single teacher, self-contained classroom plan". Sixty percent of the administrators and TARD's did not rate the "5-on-4" teaching plan, because the plan did not exist in all schools. The administrators and TARD's, who had observed the program, concurred with the teachers' opinions.

TABLE 19

NUMBER AND PERCENT OF RESPONSES OF ESEA STAFF EVALUATING THE ESEA READING PROGRAM AND "3-ON-2" AND "5-ON-4" TEACHING PLANS

QUESTIONNAIRE ITEMS	TEACHERS						ADMINISTRATORS-TARD'S					
	MUCH-SOME		LITTLE-NO		DON'T KNOW/ NO RESPONSE		MUCH-SOME		LITTLE-NO		DON'T KNOW NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program has been: Teachers N= 121 Administrators and TARD's N=15												
1. Increasing pupil confidence, motivation and interest in reading?	107	88.4	8	6.6	6	5.0	15	100.0				
2. Giving added meaning and purpose to reading and language instructional activities?	103	85.1	15	12.4	3	2.5	15	100.0				
3. Increasing student abilities to analyze, decode and comprehend printed or written words?	103	85.1	15	12.4	3	2.5	15	100.0				
4. Improving student skills in oral expression?	94	77.7	24	19.8	3	2.5	15	100.0				
5. Increasing student abilities in written expression?	95	78.5	20	16.5	6	5.0	14	93.3	1	6.7		
6. Improving student understanding and interest in other academic and non-academic areas?	95	78.5	15	12.4	11	9.1	15	100.0				
In comparison to a "single-teacher, self-contained classroom plan," To what extent do you think the use of the "3-on-2 Teaching Plan" during the 1967-68 school year has increased opportunities for you to: Teachers N=60 Administrators and TARD's N=15												
3. Devote more time to group reading and language instruction and development?	51	85.0	5	8.3	4	6.7	14	93.3			1	6.7
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?	49	81.7	8	13.3	3	5.0	14	93.3			1	6.7
5. Devote more time to classroom preparation?	45	75.0	11	18.3	4	6.7	11	73.3	2	20.0	1	6.7
In comparison to a "single-teacher, self-contained classroom plan," To what extent do you think the use of the "5-on-4" Teaching Plan" during the 1967-68 school year has increased opportunities for you to:												
3. Devote more time to group reading and language instruction and development?	9	100.0	0	-	0	-	6	40.0			9	60.0
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?	9	100.0	0	-	0	-	5	33.3	1	6.7	9	60.0
5. Devote more time to classroom preparation?	6	66.6	3	33.2	0	-	3	20.0	3	20.0	9	60.0

The staff in the ESEA SB-28 schools evaluated the ESEA Reading Program. The data are reported in Table 20. The teachers, administrators and TARD's were positive in their assessment of the values of the reading program. The reduced class-size plan was found to have "Much - Some Value" in providing a meaningful and purposeful reading program that increased pupils' motivation to read and ability to analyze, decode and comprehend words.

The reduced class-size plan in the estimation of an average of 80% of the teachers had "Much - Some Effect" in increasing the amount of time for individual and group reading and language instruction. The administrators and TARD's concurred with the teachers' positive evaluation. Fewer members of the staff (57%) believed that the reduced class-size plan had provided more time for classroom preparation.

A group of 41 teachers had had experience in both the ESEA team teaching plan and in the reduced class-size plan. These teachers compared the effectiveness of the two teaching plans. Fifty-six percent of the teachers identified the reduced class-size plan as the more effective of the two teaching plans. Thirty-three percent (average percent) of the teachers propound the superior effectiveness of the team teacher plan. These data are reported on the questionnaire form in Appendix I.

TABLE 20

Number and Percent of Responses of ESEA-SB 28 Staff Evaluating the ESEA-SB 28 Reading Program and Reduced Class Size Teaching Plan

QUESTIONNAIRE ITEMS	TEACHERS N=98						ADMINISTRATORS AND TARD'S N=14					
	Much-Some		Little-No		Don't Know/ No Response		Much-Some		Little-No		Don't Know/ No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in:												
1. Increasing pupil confidence, motivation and interest in reading?	89	90.8	1	1.0	8	8.2	13	92.9	1	7.1		
2. Giving added meaning and purpose to reading and language instructional activities?	79	89.8	2	2.3	7	8.0	13	92.9	1	7.1		
3. Increasing student abilities to analyze, decode and comprehend printed or written words?	81	82.7	4	4.1	13	13.3	13	92.9	1	7.1		
4. Improving student skills in oral expression?	83	84.7	7	7.1	8	8.2	12	85.7	2	14.3		
5. Increasing student abilities in written expression?	75	76.5	7	7.1	16	16.3	12	85.7	2	14.3		
6. Improving student understanding and interest in other academic and non-academic areas?	81	82.7	6	6.1	11	11.2	12	85.7	2	14.3		
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for you to:												
1. Devote more time to group reading and language instruction and development?	77	78.6	11	11.2	10	10.2	13	92.9	1	7.1		
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?	79	80.6	10	10.2	9	9.2	12	85.7	2	14.3		
3. Devote more time to classroom preparation?	56	57.1	34	34.7	8	8.2	8	57.1	5	35.7	1	7.1

Table 21 reflects generally positive evaluations by ESEA and ESEA - SB 28 staff of the helpfulness of the TARD's and of the ESEA instructional equipment, books, and supplies. The ESEA administrators were especially enthusiastic about the services provided by the teacher assistants for reading development. One hundred percent of the ESEA and ESEA - SB 28 administrators and TARD's indicated that the equipment, books, and supplies had been helpful to them in implementing the teaching of reading and language skills, extending the environment of the students, and in changing student attitudes toward school. The highest percentage of favorable responses provided by ESEA and ESEA teachers, 90.8% and 90.7%, respectively, were indicated for the helpfulness of the instructional equipment and supplies in Stimulating General Pupil Interest and Curiosity.

TABLE 21

NUMBER AND PERCENT OF ESEA AND ESEA-SB 28 STAFF RESPONSES TO QUESTIONNAIRE ITEMS PERTAINING TO THE TEACHER ASSISTANTS FOR READING DEVELOPMENT AND INSTRUCTIONAL EQUIPMENT AND MATERIALS

QUESTIONNAIRE ITEMS	GROUP	N	TEACHERS						ADMINISTRATORS - TARD'S						
			MUCH/SOME HELP		LITTLE/NO HELP		DON'T KNOW NO RESPONSE		N	MUCH/SOME HELP		LITTLE/NO HELP		DONT KNOW NO RESPONSE	
			N	%	N	%	N	%		N	%	N	%	N	%
HOW HELPFUL HAS THE TARD BEEN TO YOU IN:															
1. COORDINATING THE CONTINUED DEVELOPMENT OF THE READING AND LANGUAGE PROGRAM ?	ESEA	121	86	71.[illegible]	23	19.0	12	9.9	6	6	100.0				
	ESEA-SB 28	98	67	68.4	20	20.4	11	11.2	8	7	87.5	1	12.5		
2. PROVIDING ASSISTANCE IN INSTRUCTIONAL GROUP PLANNING?	ESEA	121	74	61.2	30	24.8	17	14.1	6	6	100.0				
	ESEA - SB 28	98	56	57.1	33	33.7	9	9.2	8	7	87.5			1	12.5
3. PROVIDING NEW INSTRUCTIONAL APPROACHES AND TEACHING TECHNIQUES?	ESEA	120	72	60.0	35	29.2	13	10.8	6	6	100.0				
	ESEA-SB 28	98	58	59.2	33	33.7	7	7.1	8	7	87.5			1	12.5
4. PROVIDING DIRECT SCHOOL-SITE INSERVICE EXPERIENCES?	ESEA	120	73	60.8	34	28.3	13	10.8	6	6	100.0				
	ESEA-SB 28	98	58	59.2	29	29.6	11	11.2	8	7	87.5	1	12.5		
5. COORDINATING THE SERVICES OF THE TEACHER AIDES?	ESEA	120	57	47.5	20	16.7	43	35.8	6	6	100.0				
	ESEA-SB 28	98	75	76.5	17	17.3	6	6.1	8	8	100.0				
6. COORDINATING AND/OR DEVELOPING TECHNIQUES RELATED TO THE MAINTENANCE AND/OR IMPROVEMENT OF INTRA-STAFF RELATIONSHIPS?	ESEA	121	67	55.4	28	23.1	26	21.5	6	5	83.3	1	16.7		
	ESEA-SB 28	98	44	44.9	42	42.9	12	12.3	8	7	87.5	1	12.5		
HOW HELPFUL HAVE THE ESEA INSTRUCTIONAL EQUIPMENT BOOKS AND SUPPLIES BEEN TO YOU IN:															
1. SUPPLEMENTING YOUR EFFORTS TO IMPROVE STUDENT READING AND LANGUAGE SKILLS?	ESEA	98	94	95.9	3	3.1	1	1.0	14	14	100.0				
	ESEA-SB 28	75	73	97.3	2	2.7			14	14	100.0				
2. STIMULATING GENERAL PUPIL INTEREST AND CURIOUSITY?	ESEA	98	89	90.8	8	8.2	1	1.0	14	14	100.0				
	ESEA-SB 28	75	68	90.7	7	9.3			14	13	92.9			1	7.1
3. PROVIDING FIRST HAND STUDENT CONTACT WITH COMMON OBJECTS AND MATERIALS NOT FOUND IN THE HOME?	ESEA	98	75	76.5	19	19.4	4	4.1	14	14	100.0				
	ESEA-SB 28	75	55	73.3	17	22.7	3	4.0	14	14	100.0				
4. PRODUCING NOTICEABLE CHANGES IN STUDENT ATTITUDES TOWARDS SCHOOL?	ESEA	98	66	67.4	23	23.5	9	9.2	14	14	100.0				
	ESEA-SB 28	75	53	70.7	15	20.0	7	9.3	14	14	100.0				

Table 22 presents the number and the percent of staff-responses pertaining to the effectiveness of the Total ESEA Compensatory Education Program Services at the ESEA Target-Area schools. The data presented in Table 22 includes responses by 68 teachers and nine administrators and teacher assistants for reading development (TARD's).

It is apparent from the large percentage of "Much Effect" and "Some Effect" questionnaire responses that the staff of ESEA schools were generally positive in their evaluations of the ESEA Program-services provided to their schools. The highest percentage of positive evaluations provided by the teachers was for the categories, Increasing Opportunities for Individualized Instruction (91.2%) and Providing Greater Opportunities to Identify and/or Diagnose Early Learning Problems (89.7%). The highest percentage of negative evaluations provided by the teachers was for the categories, Improving Student Attendance Patterns (25.0%) and Reducing the Number of Major Discipline Referrals (25.0%).

Responses by administrators and teacher assistants for reading development were essentially parallel to the responses by teachers at the ESEA schools in that generally positive evaluations of the ESEA Program services were made. One hundred percent of the administrators indicated that ESEA Program services had been effective in Providing Greater Opportunities to Identify and/or Diagnose Early Learning Problems. Approximately one-third of the administrators and TARD's provided negative evaluations of the effectiveness of ESEA services in the areas of pupil attitude, pupil attendance, and major discipline referrals.

TABLE 22

NUMBER AND PERCENT OF RESPONSES OF ESEA STAFF EVALUATING THE EFFECTIVENESS OF THE TOTAL ESEA COMPENSATORY PROGRAM OF SERVICES

QUESTIONNAIRE ITEMS	TEACHERS N= 68						ADMINISTRATORS - TARD'S N= 9					
	MUCH/SOME EFFECT		LITTLE/NO EFFECT		DON'T KNOW NO RESPONSE		MUCH/SOME EFFECT		LITTLE/NO EFFECT		DON'T KNOW NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
DURING THE 1967-68 SCHOOL YEAR, WHAT EFFECT DO YOU FEEL THE TOTAL ESEA COMPENSATORY PROGRAM OF SERVICES AT YOUR SCHOOL HAS HAD IN:												
1. REDUCING STUDENT/TEACHER RATIOS?	52	76.5	10	14.7	6	8.8	7	77.8	2	22.2		
2. PROVIDING GREATER OPPORTUNITIES TO IDENTIFY AND/OR DIAGNOSE EARLY LEARNING PROBLEMS?	61	89.7	5	7.4	2	2.9	9	100.0				
3. INCREASING OPPORTUNITIES FOR INDIVIDUALIZED INSTRUCTION?	62	91.2	4	5.9	2	2.9	8	88.9	1	11.1		
4. RAISING STUDENT ACHIEVEMENT LEVELS AS MEASURED BY STANDARDIZED TEST SCORES?	43	64.2	8	11.9	16	23.9	8	88.9	1	11.1		
5. IMPROVING INDIVIDUAL STUDENT ADJUSTMENT?	55	80.9	7	10.3	6	8.8	8	88.9	1	11.1		
6. PRODUCING NOTICEABLE POSITIVE CHANGES IN PUPIL ATTITUDES?	49	72.1	13	19.1	6	8.8	6	66.7	3	33.3		
7. IMPROVING STUDENT ATTENDANCE PATTERNS?	41	60.3	17	25.0	10	14.7	6	66.7	3	33.3		
8. REDUCING THE NUMBER OF MAJOR DISCIPLINE REFERRALS (FIGHTING, ETC.)?	43	63.2	17	25.0	8	11.8	6	66.7	3	33.3		
9. REDUCING THE NUMBER OF MINOR CLASSROOM RULE INFRACTIONS?	48	70.6	16	23.5	4	5.9	7	77.8	2	22.2		
10. IMPROVING TEACHER CLASSROOM CONTROL AND MANAGEMENT?	52	76.5	11	16.2	5	7.4	7	77.8	2	22.2		
11. INCREASING PARENT AWARENESS AND UNDERSTANDING OF THE NATURE OF SCHOOL PROGRAMS?	46	67.6	15	22.1	7	10.3	8	88.9	1	11.1		
12. IMPROVING TEACHER MORALE?	53	77.9	10	14.7	5	7.4	8	88.9	1	11.1		

Table 23 provides data pertaining to staff-opinion of the effectiveness of the ESEA Compensatory Program services at the ESEA - SB 28 schools. It includes a summary of the number and percent of responses by 98 teachers and 14 administrators and teacher assistants for reading development.

The staff-opinions reflected in Table 23 are generally positive. One hundred percent of the administrators at ESEA - SB 28 schools indicated that the ESEA Compensatory Program had been of "Some Effect" or "Much Effect" in Providing Greater Opportunities to Identify and/or Diagnose Early Learning Problems and in Improving Individual Student Adjustment. The highest percentage of positive evaluations provided by teachers was for the categories Increasing Opportunities for Individualized Instruction (85.7%) and Reducing Student/Teacher Ratios (86.7%).

The highest percentage of "Little Effect" and "No Effect" evaluations provided by the teacher-staff grouping and the administrator-TARD staff grouping was for the category, Improving Student Attendance Patterns.

TABLE 23

NUMBER AND PERCENT OF RESPONSES OF ESEA SB 28 STAFF EVALUATING THE EFFECTIVENESS
OF THE TOTAL ESEA COMPENSATORY PROGRAM OF SERVICES

QUESTIONNAIRE ITEMS	TEACHERS N= 98						ADMINISTRATORS AND TARD'S N= 14					
	MUCH/SOME EFFECT		LITTLE/NO EFFECT		DON'T KNOW NO RESPONSE		MUCH/ SOME EFFECT		LITTLE/NO EFFECT		DON'T KNOW NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in:												
1. Reducing student/teacher ratios?	85	86.7	8	8.2	5	5.1	13	92.9	1	7.1		
2. Providing greater opportunities to identify and/or diagnose early learning problems?	83	84.7	9	9.2	6	6.1	14	100.0				
3. Increasing opportunities for individualized instruction?	84	85.7	10	10.2	4	4.1	12	85.7	2	14.3		
4. Raising student achievement levels as measured by standardized test scores?	62	63.3	17	17.4	19	19.4	9	64.3	4	28.6	1	7.1
5. Improving individual student adjustment?	71	72.5	15	15.3	12	12.3	14	100.0				
6. Producing noticeable positive changes in pupil attitudes?	68	69.4	16	16.3	14	14.3	10	71.4	4	28.6		
7. Improving student attendance patterns?	50	51.0	30	30.6	18	18.4	6	42.9	5	35.7	3	21.4
8. Reducing the number of major discipline referrals (fighting, etc.)?	50	51.0	29	29.6	19	19.4	11	78.6	3	21.4		
9. Reducing the number of minor classroom rule infractions?	57	58.2	23	23.5	18	18.4	12	85.7	2	14.3		
10. Improving teacher classroom control and management?	77	78.6	16	16.3	5	5.1	11	78.6	3	21.4		
11. Increasing parent awareness and understanding of the nature of school programs?	66	67.4	20	20.4	12	12.3	12	85.2	2	14.3		
12. Improving teacher morale?	73	75.5	14	14.3	11	11.2	10	71.4	4	28.6		

Table 24 summarizes the number and percent of responses by ESEA and ESEA-SB 28 staff which relate to the adequacy of the ESEA Compensatory Program services in selected areas. It reflects responses of 68 teachers and 9 administrators and teacher assistants (TARD's) for reading development at ESEA schools; and 98 teachers and 14 administrators and TARD's at ESEA - SB 28 schools.

Data provided in Table 24 suggests that the majority of the ESEA staff and the ESEA - SB 28 staff felt that more ESEA Compensatory Education Program services are needed at Target Area schools. There were 77.8% of the administrators and TARD's at ESEA schools and 71.4% of the administrators and TARD's at ESEA - SB 28 schools who indicated that more classroom teachers were needed for the purpose of reducing the teacher-pupil ratio. ESEA teachers also indicated a high percentage of responses (66.2%) for additional service in this latter area. More than 64.3% of the ESEA - SB 28 teachers indicated that more books, equipment and supplies were needed.

TABLE 24

Number and Percent of Responses of ESEA and ESEA-SB 28 Staff Evaluating The Adequacy of Selected Components of the ESEA Title I Project

ADEQUACY OF SERVICE INVOLVING	GROUP	TOTALS	Less Services Needed		Present Services Adequate		More Services Needed		No Opinion		No Response	
			N	%	N	%	N	%	N	%	N	%
Classroom Teachers To reduce Teacher-Pupil Ratio	ESEA Administrators and TARD's	9			2	22.2	7	77.8				
	ESEA Teachers	68	1	1.5	16	23.5	45	66.2	4	5.9	2	2.9
	ESEA-SB 28 Admin. and TARD's	14			4	28.6	10	71.4				
	ESEA -SB 28 Teachers	98			39	39.8	55	56.1	2	2.0	2	2.0
Teacher Assistant In Reading Development	ESEA Administrators and TARD's	9			5	55.6	2	22.2	2	22.2		
	ESEA Teachers	68	2	2.9	30	44.1	23	33.8	6	8.8	7	10.3
	ESEA-SB 28 Admin. and TARD's	14			4	28.6	9	64.3			1	7.1
	ESEA-SB 28 Teachers	98			35	35.7	46	46.9	14	14.3	3	3.1
Instructional Equipment Books and Supplies	ESEA Administrators and TARD's	9			3	33.3	6	66.7				
	ESEA Teachers	68			24	35.3	37	54.4	4	5.9	3	4.4
	ESEA-SB 28 Admin. and TARD's	14			5	35.7	8	57.1			1	7.1
	ESEA-SB 28 Teachers	98			23	23.5	63	64.3	7	7.1	5	5.1

Reactions of staff members evaluating the reduced class size program which operated in the five SB 28-only schools are presented in Table 25.

The data in Table 25 shows strong support by the SB-28 staff for the reduction-in-class size program. Especially strong support was indicated by administrators for the increased opportunity the program afforded for (1) group reading and language instruction; (2) general assistance to pupils on class assignments and special interest projects; and (3) more assistance to pupils needing remedial help. Teachers indicated strongest support for the increased opportunity that the program provided for more meaningful oral language activities. The least number of "Much - Some Increases" responses by the teachers and the administrators was for the extent to which the reduced class size program enabled them to devote more time to classroom preparation.

TABLE 25

Number and Percent of Responses of SB 28-Only Staff
Evaluating the Reduced Class Size Program

Questionnaire Items	Teachers (N=93)						Principals (N=6)					
	Some-Much Increase		Little-No Increase		Don't Know No-Response		Some-Much Increase		Little-No Increase		Don't Know No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for you to:												
1. Devote more time to group reading and language instruction and development?	81	87.1	6	6.5	6	6.5	6	100.0	-	-	-	-
2. Provide for more meaningful oral reading practice?	80	86.0	6	6.5	7	7.5	5	83.3	1	16.7	-	-
3. Provide for more meaningful oral language activities?	85	91.4	5	5.4	3	3.2	4	66.7	1	16.7	1	16.7
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?	78	83.9	8	8.6	7	7.5	6	100.0	-	-	-	-
5. Provide more assistance to selected students who need remedial help?	74	79.6	15	16.0	4	4.3	6	100.0	-	-	-	-
6. Provide more assistance to selected students who need enrichment activities?	69	74.2	17	18.3	7	7.5	4	66.7	2	33.3	-	-
7. Devote more time to classroom preparation?	41	44.1	48	51.6	3	3.2	3	50.0	2	33.3	1	16.7

Parent Interview Results

As previously indicated, a more detailed presentation of data obtained from the parent interview survey will be found in Chapter VI. However, a few items of particular note from the survey of ESEA Target Area elementary school parents are included for discussion in this report.

Among the many questions asked of parents, responses were sought relative to the amount of progress their children had made during the 1967-68 school year in various skill areas. Table 26 presents the responses of parents to the questions related to the amount of progress their child had made in the areas of Reading, Handwriting, Spelling, and Listening.

TABLE 26

Parent Responses and Percentages to Degree of Progress Made by Children in Selected Skill Areas
Grades 2-6

Skill Area	Much Better		A Little Better		About The Same		A Little Worse		Much Worse		Don't Know	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	83	53.5	47	30.3	17	11.0	1	0.6	-	-	2	1.3
Handwriting	68	43.9	62	40.0	21	13.5	-	-	-	-	2	1.3
Spelling	70	45.2	61	39.4	18	11.6	-	-	1	0.6	3	1.9
Listening	61	32.4	84	44.7	24	12.8	15	8.0	2	1.1	1	0.5

An inspection of Table 26 will reveal that parents were of the opinion that their children had made definite progress in the four selected areas during the course of the school year. Approximately 80% of the parents recorded "A Little Better" and "Much Better" responses to these four questions.

The results of parent reactions to the question related to how helpful they felt the reading instruction program at their child's school was in improving reading skills are presented in Table 27.

TABLE 27

Parent Response and Percentages to Helpfulness of School Reading Program to Their Child

The Reading Program Has Been:	Very Helpful		Somewhat Helpful		Of Little Help		Of No Help		Don't Know	
	N	%	N	%	N	%	N	%	N	%
	87	56.1	41	26.5	5	3.2	3	1.9	15	9.7

It is apparent from the responses in Table 27 that parents generally believe the reading assistance provided for their children has been "Very Helpful" to them.

In an attempt to obtain parent evaluations of the overall educational program their children have been receiving, the following question was asked, "What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family?". Table 28 indicates the pattern of responses to this question.

TABLE 28

Numbers and Percentages of Parent Evaluation of
Education in the Oakland Public Schools

Impressions of:	Excellent		Good		Fair		Poor		Don't Know		No Opinion	
	N	%	N	%	N	%	N	%	N	%	N	%
"The job the Oakland Public Schools are doing in educating the children in your family?"	58	30.9	62	33.0	50	26.6	9	4.8	6	3.2	1	0.5

Over 60% of all parents surveyed indicated that the Oakland Public Schools were doing and "Excellent" or "Good" job in educating the children in their families. Approximately one-fourth of the parents felt the schools were doing a "Fair" job, while the remaining 8.5% of the responses were spread across the categories of "Poor", "Don't Know", and "No Opinion".

In general, reactions received from the parent interview survey revealed that parents were impressed with the progress they believed their children were making in school, and they appeared to be quite satisfied with the school programs in which their children were participating.

DISCUSSION AND SUMMARY

The focus of the evaluation of the 1967-68 ESEA program features incorporated into the curriculum and instructional operation of selected elementary schools has been on longitudinal analyses of data collected on participating students over variable intervals during the two-and-one-half year period which has elapsed since the program was initiated in January, 1966. Achievement tests, teacher's grades, school attendance records, students' self-perceptions, instructional staff reactions, and community opinion have all been sampled and examined during this period in order to assess the aggregate effect on a massive compensatory education program supported by both Federal and State funds.

Results of the 1966-67 evaluation study, encompassing the first full year of the elementary school ESEA program, provided varying amounts of data indicating that the program had been successful in reversing patterns of steadily declining reading and language achievement rates. The results of several analyses revealed that although students had not attained the desired month-per-month growth rates, trends in that direction were encouraging. Follow-up testing of second, third, fourth, and sixth grade students coupled with pre and post testing of the entering first grade was completed this year (1967-68), to provide a means for examining the longitudinal effects of the assorted program elements. Results of the achievement testing have been examined from two primary perspectives. The first, was an effort to assess significant differences occurring in the growth of children participating in the various programs under study, while the second centered on the effect of the programs in augmenting pupil achievement gains.

Variable patterns of significant mean differences among the treatment populations were observed for the grade levels under study. However, when the raw score means were converted into grade equivalent scores, nominal differentials were observed raising the question of the practical significance of the obtained differences. Nonetheless, results of these analyses reveal no clear trend in favor of any one treatment group. Examination of achievement gains also indicates no distinct pattern of augmentation beyond the results obtained during the 1966-67 school year. Growth rates over the two year period have tended to either remain constant or diminish slightly at grades three and four and on the Paragraph Meaning test at grade six. A clear augmentation of gains for sixth grade pupils was evident on the Word Meaning test. Within the limitations of the test instruments and measurement design, it cannot be concluded from the available data that the overall ESEA elementary school program has achieved one of its primary stated objectives; namely, that of improving performance on standardized achievement tests beyond those levels observed prior to the inception of the program.

It is important to note that the data presented in this report reflect group tendencies. The results of school-by-school summary data, currently under analysis, may provide instructional staff members and program planners with additional insights into the various program components which may or may not be proving themselves to be effective.

Analyses of teachers' grades tend to parallel the findings related to test scores. Longitudinal analyses of reading, speaking, and citizenship grades reflect few differences among the treatment groups. However, it was encouraging to note that grades for students in the project schools, though not significant in a statistical sense, tended to be somewhat higher than those observed in the non-project "Comparison" group. Pre to post upward shifts in the grading patterns also tended to favor the project students.

Analyses of student self-ratings were also performed. While the results of these analyses revealed no significance within or among group differences, it was interesting to note that students in each of the samples tended to rate their skill and motivational levels somewhat above what would be considered an average level.

Data obtained from principal and teacher staff questionnaires indicate general satisfaction with the various instructional services provided. A common complaint of principals and teachers alike centered around the late authorization of funds which inhibited full implementation of many program components until far into the school year. For those working in schools in which the team teaching plan was in operation the great majority of the respondents felt that the program had been quite beneficial in areas such as providing more time for individualized instruction, and providing opportunities for more meaningful reading and language arts experiences for children. The provision of the Teacher Assistant for Reading Development was particularly well received, with both administrators and teachers indicating that this specialist had provided valuable assistance in the implementation of the program. Similar patterns of responses were obtained from staff members participating in the reduced class size program. In response to questions pertaining to the adequacy of various elements and services included in the program, the great majority of the respondents indicated that the services were either adequate or that more of the same kinds of services were needed.

Parent interviews provided yet another valuable source of reaction to the ESEA programs. The interview survey, based upon a random sample of parents residing in the ESEA Target Area, revealed that parents felt the special assistance their children were receiving was quite beneficial, and that their children were, in turn, making definite progress in reading, writing, spelling, listening, and other related skills. Approximately 60% of the parents interviewed indicated that they felt the Oakland Public Schools were providing a "good" or "excellent" educational program for their children.

CONCLUSIONS

Preliminary discussions of the findings of this 1967-68 evaluation study have resulted in some reorganization and refinement for the 1968-69 ESEA elementary school program. Although many of the program elements will remain unchanged, selected components are being revamped. Among the features to be incorporated into the project is a reorientation of the instructional program in reading at grade one. A "Multi-Media" approach to the teaching of reading will be introduced into the first grade curriculum at each of the project schools in an effort to further enhance the program at that level.

The objective and subjective data reported in this evaluation should be carefully examined by both instructional and administrative personnel in their efforts to re-evaluate the current patterns and levels of program services.

It is anticipated that revised allocation and funding procedures at the State level will alleviate many of the difficulties which developed during the 1967-68 school year as a result of the late implementation of the full ESEA program.

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WRM:dl

EVALUATION OF JUNIOR HIGH SCHOOL REMEDIAL AND CORRECTIVE LANGUAGE ARTS PROJECT

INTRODUCTION

Beginning in February, 1966, an extensive program of compensatory education services funded through Title I of the Elementary and Secondary Education Act was established in three Oakland junior high schools. During each school year the program has been in operation, approximately 2,600 grade seven-to-nine pupils have participated in this special program.

Pupils attending these three junior high schools have typically exhibited the many educational and cultural problems characteristic of disadvantaged children. Standardized reading tests had revealed that approximately two-thirds of the pupils attending these schools were performing in the lower third of reading ability based upon national norms. This deficiency was accompanied frequently by other areas of academic failure, personal frustration, lower levels of self-esteem, social and economic inadequacy.

In order to mount an attack upon these problems a variety of specialized services were provided in the ESEA Compensatory Education Program. The major focus of the junior high project was to assist students improve their skills in the language arts, particularly in the area of reading. In addition to the specialized language arts assistance provided, a variety of auxiliary services including additional counselors, nurses, psychologists, guidance consultants, and instructional media specialists were provided as well.

Since all students enrolled in the three Target Area schools were the recipients of most, if not all, of these services it was not possible to assess which program features contributed to the observed outcomes. Therefore, in interpreting the results of the studies presented in this report, it is assumed that the whole constellation of services provided for pupils contributed to the changes observed.

PROCEDURE

Program Description

In order to provide a more intensive and individualized language development program for students, major staff additions were made in the English Departments of the three junior high schools. Additionally, increased levels of instructional and auxiliary services staff were provided to supplement the work of the regular classroom teachers in the English Department. Descriptions of various program elements and features and their interrelationships are as follows:

Teacher for Language Development: At each school site a faculty member possessing exceptional skills particularly in the reading instruction area was assigned as a Teacher for Language Development (TALD). This staff member coordinated the activities of the various teaching teams as well as the aides who were provided for the program. The TALD provided leadership in the utilization of new materials, and in the familiarizing of staff with effective techniques and the use of the many supplementary devices and materials provided for the program. This person played a key role in coordination of other elements of the program, including those provided in the cultural enrichment project, professional auxiliary services, related interdepartmental school activities and inservice education.

Regular Classroom Teachers: At each of the three schools additional classroom teacher positions were provided in the English Department in order to insure that full-time instructors were responsible for only four classes of 30 pupils or less per day. This plan, which supplied the equivalent of six additional teaching positions, had the effect of providing regular classroom teachers with two preparation periods for developing new materials, preparing lesson plans, and team planning. Where possible, teaching teams involving two regular English teachers and a reading teacher were organized. Eleven such teams worked together during the 1967-68 school year. The function and role of the reading teacher is described in detail below.

The instructional programs carried on by the teaching teams were flexible and varied among the three schools. In general, team activities were geared to include all students with emphasis placed on developmental, corrective and remedial activities in the skill areas of reading, writing, listening and speaking. Frequently both standardized diagnostic and informal tests were administered to pupils and individual folders containing information on pupil progress were developed.

As a result of the team planning meetings, many relatively innovative instructional and motivational approaches to teaching the language arts were developed. Examples of these activities were:

1. Inter-departmental planning and cooperation on specific subjects. For example, students at one school participated in a "science bowl contest" that included carefully developed approaches to written and verbal communication as part of the activity. Members of this school's "Science Bowl" team have challenged science teams from other schools for next year.

2. Creation of Columbia Scholastic Press Association first place award winning literary magazines in all three junior high schools

3. Production of a school newspaper in each of the three schools

4. Inter-disciplinary study of freedom and its history in the United States, including specific themes written and delivered on the subject of "Freedom, Can We Lose It?" and the presentation of two plays based upon the noted central theme

5. Inter-disciplinary television presentation of a debate about the merits of the city-state of Athens, Greece, versus the city-state of Sparta.

6. Planning and production of a book reflecting the relation of the historic background to the modern urban and regional social and geographic setting of the City of Oakland

Although these and many other innovative and motivational techniques have been employed, the basic elements of a balanced language arts and reading program have been maintained. Particular emphasis has been devoted to creative writing, grammar, spelling, and to those skills necessary for a sound reading foundation. Vocabulary development has been emphasized strongly. Also, for

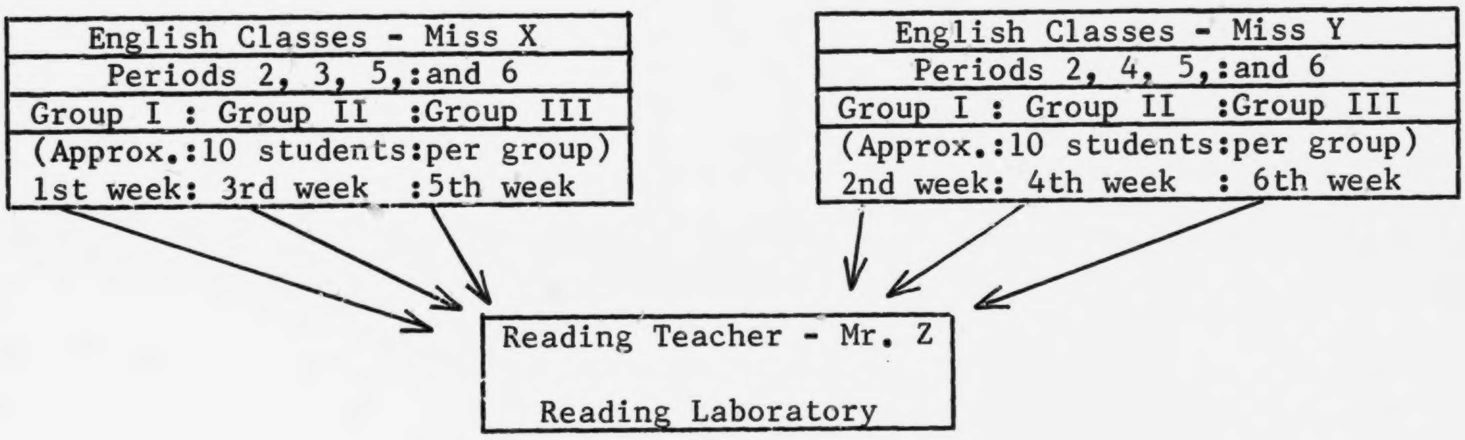
2

those students with deficiencies in the basic mechanics of reading ability, considerable work has been devoted to the further development of auditory and visual discrimination skills and to understanding phonetic or structural analysis of words.

Reading Teachers: A total of twelve certificated teachers specializing in the instruction of reading were added to the English Departments to work in conjunction with augmented regular teaching staff. One Reading Teacher position was provided for every two full-time regular classroom English teachers. These teaching teams, composed of three members each, focused on the common problems related to the instruction of approximately 55 students.

The Reading Teacher specialized in working with small groups and individual students who had particular needs for remedial and specialized instruction. Although teaching teams employed variable methods for scheduling pupils with the Reading Teacher for specialized instruction, all pupils enrolled in the English classes received some service during the course of the year. However, those pupils most in need of the extra assistance were provided more time with the Reading Teacher than those pupils having good or reasonably adequate reading competence.

Some teaching teams scheduled groups of students for a concentrated daily program with the Reading Teacher in the Reading Laboratory for several weeks. Others developed an alternating day or week system with students attending the Reading Lab on this basis for the entire year. An example of one alternating week organization schedule is as follows:



English Classes - Miss X
Periods 2, 3, 5,:and 6
Group I : Group II :Group III
(Approx.:10 students:per group)
1st week: 3rd week :5th week

English Classes - Miss Y
Periods 2, 4, 5,:and 6
Group I : Group II :Group III
(Approx.:10 students:per group)
2nd week: 4th week : 6th week

Reading Teacher - Mr. Z
Reading Laboratory

The basic philosophy underlying the team teaching approach emphasized the usage of specially-equipped reading laboratories so that flexible grouping procedures could be instituted and so that the variety of equipment and materials could be stored efficiently and made available as needed. These reading laboratory facilities contained cubicles for individual instruction and practice. With the variety of materials available in the laboratory several students were able to work independently on assignments involving written exercises, word lists, flashcards, word games, puzzles, or reading comprehension exercises; thus freeing the teacher from time to time to work with individual students on a one-to-one basis at the reading table. Special equipment such as the Controlled Reader, tachistoscope, tape recorder, listening posts, Tach X, and Language Master, were available for use also in the reading laboratories.

Teacher Aides: While Teacher Aides were provided also to assist members of the teaching teams, the number of Teacher Aides involved in the program varied during the first part of the year (until February) because of lateness in obtaining authorization for replacements for those who left the program. Teacher Aides performed routine management activities such as: keeping attendance, distribution and collection of materials, audio-visual set-up and presentations, and selected in-class clerical tasks. As is true of the organization of other services, the organization for the use of Teacher Aides varied from school to school. In one school, for example, one half-time Aide was provided for each of the regular classroom English teachers; in another school, two half-time (one a.m. and one p.m.) Aides were provided for each teaching team. A more complete presentation of the role and function of Teacher Aides and the evaluation of their services may be found in Chapter II.

Clerical Services: Each school site was provided with additional clerical time to assist in the preparation of teacher-devised materials, recording of test data, and various other clerical activities which take teachers away from their primary concern---that of individualized attention and contact with the pupil.

Instructional Media Specialist: The Instructional Media Specialist (IMS) served as another member of the instructional team who worked in cooperation with the school librarian in making readily available relevant and interesting materials particularly effective with disadvantaged children. Instructional Media Specialists prepared and assimilated collections of materials for use in the classroom and assisted in the distribution of such materials, thereby facilitating the work of the teaching teams. A more complete presentation on the role of the Instructional Media Specialist and an evaluation of these services may be found in Chapter II.

Counselors: Additional school counselors were provided at the three schools to reduce the counselor-pupil ratio one to 240. The counselor worked with individual students and with groups of students. A more complete analysis of the role and function of the school counselor may be found in the Counselor Activity Time Study which may be found in Chapter II. Specific evaluation studies related to the work of the school counselors will be found also in Chapter II in the reports titled, Reactions of Staff, Student, and Parents to Junior High School Counseling Program and the Counselor Contact Study.

Other Auxiliary Services: The instructional teams at each school site were aided by additional staff services from the Department of Individual Guidance, Department of Health Services, and the Research Department. These departments provided augmented services of Guidance Consultants, Supervisors of Child Welfare and Attendance, school Nurses and school Psychologists. Reports describing these services and evaluations of them will be found in Chapter II.

Cultural Enrichment: While cultural enrichment activities were integrated into the overall instructional plans in such a way that pupils were enabled to have many first-hand experiences closely related to the content of the language arts program, funds for many of these activities did not become available until February. Opportunities were provided for excursions away from the school site as well as for worthwhile activities which were brought to the school. Descriptions and evaluations of these activities may be found in Chapter III.

Instructional Program: The Oakland Public Schools Language Arts Curriculum Guide provided the broad outlines for the junior high ESEA program. Within this broad framework it was the task of the school site staffs under the direction of the school principal and Teacher for Language Development to implement the corrective and remedial project suited to staff competencies and pupil needs.

Supplies, Materials and Equipment: During the 1967-68 school year, additional supplies, materials and equipment were purchased. Examples of the types of materials and equipment made available for the compensatory education include: tape recorders, listening posts, microfilms, central recording devices, opaque and overhead projectors, reading development equipment, general supply items and textbooks.

General Evaluation Design

The overall plan for evaluating the compensatory education program established in the Spring of 1966 called for a longitudinal approach to the measurement of pupil progress. Therefore much of the 1967-68 evaluation activity was devoted to gathering follow-up data on students who had remained in the program for lengths of time during the two-and-a-half-year period that it has been in operation. The basic evaluation design utilized at the junior high school level called for pre-testing and periodic post-testing of the same students with various standardized tests and other appropriate measuring devices. An added feature this year was the testing of a comparison group at grade 7 in a junior high school which is comparable to the three junior highs involved in the Title I program in terms of levels of academic achievement, socio-economic level and racial composition.

In addition to the longitudinal measurements of the student population, a variety of questionnaires, rating scales, and interview schedules were developed also to obtain end-of-year subjective evaluations from school staffs, students and parents. Both types of data--objective and subjective--were deemed to be of importance and thus provide the basis for this report.

Instruments

California Achievement Test, Junior High Level Battery: Four Sections of the CAT Junior High Level Battery were administered to seventh, eighth and ninth grade pupils. The four test battery sections administered were as follows: Reading Vocabulary, Reading Comprehension, Mechanics of English and Spelling. The test forms utilized and the schedule of testing for each of the three grade levels are as follows:

Grade 7		Grade 8		Grade 9	
Dates Administered	Test Form	Dates Administered	Test Form	Dates Administered	Test Form
Oct., 1967	W	Oct., 1966	X	Feb., 1966	W
May, 1968	Y	May, 1967	W	May, 1967	W
		May, 1968	Y	May, 1968	Y

All students enrolled in each of the three junior high schools took the tests at each of the test administration periods. However, only those students for whom there were complete test data on each variable (two measures for grades seven, three for grades eight and nine) were included in the analysis of results for this report. All computations of means, standard deviations, significance tests and other statistical procedures employed were done using raw score data. Raw score distributions of pre- and post-test results will be found in the Appendix I-A-9

Data Analysis

Pre- and post-frequency distributions, means, and standard deviations based upon raw scores were computed for the subtests of the California Achievement Battery. For grade seven, results for all pupils having October, 1967 pre- and May, 1968 post-test information for each test variable were included in these computations. For grade eight only those pupils having test information for three measurement periods (October, 1966, May, 1967 and May, 1968) were included in the test score analyses. For grade nine, only those pupils for whom test information was available for three measurement periods (February, 1966, May, 1967 and May, 1968) were included in the analysis of test score results.

Test score data have been analyzed from two perspectives. For all three grade levels, attention has been focused on a comparison of the mean number of months of achievement test score growth to national norm group averages. For example, "average" students may be expected to gain one month in achievement test scores for each month spent in school. After eight months of instruction these students will typically evidence an eight-month increment in test scores. The past test performance of ESEA and Comparison school children clearly indicates that they have failed to make this "month-for-month" growth.

A second type of analysis was made to contrast the growth of seventh grade students in ESEA junior high schools with that of a group of students from a comparable junior high school. An analysis of covariance was used to make statistical adjustments in the post-test scores of the two groups in order to account for differences between the two groups at the pre-test period. F ratios, using the covariance method were computed to assess the statistical significance of differences between the adjusted scores of the experimental (ESEA) and Comparison groups at the post-test period. Both the actual score averages and the adjusted values are presented in the findings sections.

Teachers' Grades: Teacher grades provided yet another means for measuring the growth of individual pupils. A 30% random sample of pupils in grade eight was drawn for study. Data for all students in the sample who had recorded grades for the first marking period and the final year grade were used in the analysis. "English-Academic," "Social Science-Academic," and "Social Science-Citizenship" grades were obtained from the records of students for their seventh and eighth grade school years. The analyses consisted of contrasting the distribution of grades and the mean grade point averages for the two years. The basis for selecting these particular marks for analysis were these. First, it was deemed relevant to assess possible shifts in student marks in English, since this area was directly related to and involved in the compensatory education program. Secondly, the selection of Social Science and Science "Academic" and "Citizenship" marks would make it possible to assess the possible effects of the program on both academic performance and student behavior in a related subject area not directly involved in the compensatory education program.

School Attendance: School attendance records were collected for the fourth grade marking period in the same subjects indicated above in the Teachers' Grades section. Attendance data were included as a part of the overall evaluation studies to serve as a rough index of pupil motivation as well as an indicator of the success of the program in effecting improvements in attendance patterns. Computer analyses of these data had not been received in time for inclusion in this report.

These data will reflect the total number of times a student was absent from the two types of classes during the respective years. These absence figures include those due to illness as well as unexcused absences. Regardless of the reasons for the absences, these are absences which directly affect the continuity of instruction for the individual himself as well as the entire class.

Student Self-Rating Scale: This was a locally prepared instrument developed to obtain data on student self-perceptions and motivations. The scale was administered to a 30% random sample of seventh grade pupils at the three Target Area ESEA schools and at three Control schools during November of 1967 and readministered to the same pupils in April of 1968. The purpose of the pre-post administration of the instrument was to assess possible modifications in pupil self-concept which might be related to the program of compensatory education services and, at the same time, relate these findings to changes in pupils' self-concept at three comparable Control schools. A copy of the instrument will be found in Appendix I-B-15

Staff Questionnaires: Questionnaires designed to obtain evaluative opinions regarding significant aspects of the program operation and effectiveness were completed by: Administrator of the three schools and all members of the English Department language development teams. Copies of the questionnaires are found in Appendix I-B-16-17

Staff Interviews: Interview sessions were scheduled and held with staff members to determine their opinions of the "3-on-2" teaching plan employed in the three Target Area junior high schools during the 1967-68 school year. Thirty-six staff members (90%) responded to the interviews. A copy of the instrument will be found in Appendix I-B-18

Parent Interviews: A random sample of 102 parents of junior high school pupils residing in the ESEA Target Area were interviewed to obtain opinions of the value of the compensatory education program to their children; 100% of those sampled responded. A complete report of the procedure employed and the results obtained will be found in Chapter VI. A copy of the junior high parent interview schedule with response frequencies and percentages will be found in Appendix VI-A-2.

FINDINGS

Test Results

Table 1, on page 59 presents a summary of test score data obtained from various administrations of the junior high level of the California Achievement Tests in the ESEA junior high schools during the past two and one-half years of program operation. The number of students for whom complete pre- and post-test data were available ranges from 400 at grade nine, where a two-and-one-half year longitudinal study has been made, to nearly 550 at grade seven, where a one-year study has been made. Approximately 65% of the seventh graders were found to have both pre and post data; 59% at grade eight and 56% at grade nine. It can be seen that high rates of pupil mobility as well as attendance problems have combined to limit the sample on which complete data are available.

An examination of the grade equivalent values on Table 1 will reveal that at no testing period did the test score averages of the ESEA students reach the national norm level. The fall-seventh-grade test score averages for both the seventh and eighth grade study groups fall from four months to one year and six months below grade level expectancy of 7.1. The mid-seventh grade status of the 1967-68 ninth grade group falls short of grade level expectancy (7.6) to the same approximate degree. Spelling test performance was found to be somewhat above performance on the other subtests at the initial testing of each group. Across test differences varied from seven months to nearly one and one-half year and were consistently higher in spelling. Over the period of the program achievement levels in the other three areas sampled by the test battery moved into closer congruence with performance on the spelling test. It can be seen that all three of the study groups have made in their achievement test score averages over the study periods. However, the critical question here is related to the amount of progress made.

A closer examination of the magnitude of the growth evidenced by the junior high participants is presented in Tables 2-6. One of the basic operational objectives of the ESEA program has been to augment the rates of achievement progress made by the students to at least a month-for-month level in order to broach the pattern of growth evidenced in past years. An analysis of the pre-test status of these children indicates that for every ten months (one school year) in school they have progressed approximately six or seven months in achievement test performance. The net effect of this limited rate of growth is that of falling farther and farther behind national norm, or "average," grade level expectancy.

The score gains of the 1967-68 eighth graders over the first year of their involvement in the program are noted in Table 2. The baseline, or pre-tests were administered to this group during the first month of grade seven. The post-tests were administered during the eighth month of the school year leaving a seven-month period of instruction between the two testings.

TABLE 1

Pre and Post California Achievement Test Results for Total Groups - Grades 7, 8, and 9

Grade	Test Administration Period		Reading Vocabulary		Reading Comprehension		Mechanics of English		Spelling	
			Raw Score	Gr. Eq.	Raw Score	Gr. Eq.	Raw Score	Gr. Eq.	Raw Score	Gr. Eq.
7	Pre Test	N	494		542		541		541	
	(Oct. 1967)	Mean	23.1	5.7	28.8	5.9	44.0	5.7	13.0	6.7
	Fall 7th Grade	S.D.	9.31		9.97		16.34		5.87	
	Post Test	N	494		542		541		541	
	(May 1968)	Mean	26.5	6.3	36.5	6.8	50.5	6.4	14.9	7.3
	Spring 7th Grade	S.D.	10.19		12.25		16.29		5.82	
8	Pre Test	N	454		492		488		445	
	(Oct. 1966)	Mean	21.5	5.4	29.3	5.9	42.1	5.5	13.7	6.9
	Fall 7th Grade	S.D.	9.14		10.48		15.38		5.53	
	Post Test	N	454		492		488		445	
	(May 1967)	Mean	27.9	6.5	35.0	6.7	52.6	6.5	14.7	7.2
	Spring 7th Grade	S.D.	9.81		11.83		17.24		5.89	
	Post Test	N	454		492		488		445	
	(May 1968)	Mean	31.0	7.1	41.5	7.4	56.6	6.9	15.8	7.4
	Spring 8th Grade	S.D.	10.53		12.96		17.23		6.08	
9	Pre Test	N	395		400		422		421	
	(Feb. 1966)	Mean	24.9	6.0	34.6	6.6	53.8	6.6	15.0	7.3
	Mid 7th Grade	S.D.	10.56		11.19		16.38		5.74	
	Post Test	N	395		400		422		421	
	(May 1967)	Mean	32.2	7.2	41.3	7.4	61.1	7.3	16.3	7.6
	Spring 8th Grade	S.D.	10.78		13.28		16.45		6.46	
	Post Test	N	395		400		422		421	
	(May 1968)	Mean	33.7	7.5	46.6	7.9	63.6	7.4	17.3	7.8
	Spring 9th Grade	S.D.	11.20		13.82		15.71		6.06	

TABLE 2

Mean Score Gains on Subtests of the California Achievement Test
Administered in ESEA Junior High Schools
Grade 8

CAT Subtest	N	Pre-Test 10/66	Post-Test 5/67	Gains (Months)	Study Period (Months)
Vocabulary	454	5.4	6.5	11	8
Comprehension	492	5.9	6.7	8	8
Mechanics of English	488	5.5	6.5	10	8
Spelling	445	6.9	7.2	3	8

Gains of eleven months in reading vocabulary and ten months in mechanics of English were noted over this eight-month period. The eight-month increment in Reading Comprehension also represents a significant improvement over the estimated rate of growth for previous years. While Spelling scores remained somewhat higher than those on the other three subtests, little progress was evidenced here. It will be noted that the average growth for the four subtests was eight months during the eight-month period.

These students were followed for a second year with an alternate form of the tests being administered at the end of the eighth grade. The interval of instruction between the initial pre-testing in October, 1966, and the post-testing in May, 1968, was eighteen months. Table 3 presents data showing the gains made by this group of students over this extended period of time.

TABLE 3

Mean Score Gains on Subtests of the California Achievement Test
Administered in ESEA Junior High Schools
Grade 8

CAT Subtest	N	Pre-Test 2/66	Post-Test 5/68	Gains (Months)	Study Period
Vocabulary	454	5.4	7.1	14	18
Comprehension	492	5.9	7.4	15	18
Mechanics of English	488	5.5	6.9	14	18
Spelling	445	6.9	7.4	5	18

The rates of test score gains observed during the first year of program involvement were not maintained during the second year. When the gains made during the respective years are compiled, it is apparent that these students have progressed at a rate approximating the estimated rate of progress prior to entrance into the program. An average of the score gains observed for the four subtests reveals that the students have gained approximately twelve months over the eighteen-month period of instruction.

A parallel presentation of test score gains made by the 1967-68 ninth graders in the ESEA Junior High Schools is presented in Tables 4 and 5.

TABLE 4

Mean Score Gains on Subtests of the California Achievement Test Administered in ESEA Junior High Schools
Grade 9

CAT Subtest	N	Pre-Test 2/66	Post-Test 5/67	Gains (Months)	Study Period (Months)
Vocabulary	395	6.0	7.2	12	13
Comprehension	400	6.6	7.4	8	13
Mechanics of English	422	6.6	7.3	7	13
Spelling	421	7.3	7.6	3	13

There were approximately thirteen months of school instruction during the period between pre-testing (February, 1966) and the post-testing (May, 1967). On the average, these students were one year lower in their test performance than their actual grade placement when they entered the program in February, 1966. Score gains during the thirteen-month period of study ranged from three to twelve months. While the average gain for the four subtests, combined, is slightly less than eight months, gains in the area of Reading Vocabulary nearly approximated a month-for-month rate.

At the end of nearly two and one-half years of program involvement these students were tested again. These results and the analysis of gains over the twenty-three month period are found in Table 5, on the following page.

TABLE 5

Mean Score Gains on Subtests of the California Achievement Test
Administered in ESEA Junior High Schools
Grade 9

CAT Subtest	N	Pre-Test 2/66	Post-Test 5/68	Gains (Months)	Study Period (Months)
Vocabulary	395	6.0	7.5	15	23
Comprehension	400	6.6	7.9	13	23
Mechanics of English	422	6.6	7.4	8	23
Spelling	421	7.3	7.8	5	23

An analysis of the gains made on each of the four subtests reveals that these students' scores had increased by only ten months during twenty-three months of school. It is readily apparent that the greatest proportion of progress occurred during the 13 months preceding. During the eight months of ninth grade covered by this study, one to three months were gained in Mechanics of English, Spelling, and Reading Vocabulary test score averages. A six-month increment will be observed for Reading Comprehension. These findings are similar to those noted for the ninth grade study group of the previous school year (1966-67). It was found in analyses of test score patterns for grades seven, eight and nine during the 1966-67 school year that students in grades seven and eight were successful in making gains of month-for-month or greater, but ninth grade students fell short of this level.

An additional perspective in evaluating the test score progress of project students is introduced in the data presented for grade seven. Pre- and post-test data were obtained for a comparison group of seventh graders from a junior high school serving students of similar ethnic and socio-economic background. Records of district-wide test surveys in recent years indicate that achievement levels in the ESEA and Comparison junior high schools are quite similar. Differences at median are of the magnitude of three to five percentile points on the SCAT and STEP tests.

Pre- and post-test averages and average gains for the ESEA and Comparison groups are presented in Table 6. It will be noted that eight months of school had elapsed between pre- and post-testing.

TABLE 6

Comparison of Mean Score Gains on Subtests of the California Achievement Test Administered to the Seventh Graders in ESEA and Comparison Junior High Schools

CAT Subtest	N	Pre-Test 10/67	Post-Test 5/68	Gains (Months)	Study Period (Months)
Vocabulary					
ESEA	494	5.7	6.3	6	8
Comparison	143	5.4	6.8	14	8
Comprehension					
ESEA	542	5.9	6.8	9	8
Comparison	157	6.0	6.8	8	8
Mechanics of English					
ESEA	541	5.7	6.4	7	8
Comparison	150	5.1	6.5	14	8
Spelling					
ESEA	541	6.7	7.3	6	8
Comparison	157	6.9	7.4	5	8

Average score gains range from six months to nine months for the ESEA group and from five months to fourteen months for the Comparison group. A battery average of seven months may be noted for the ESEA group. While it would appear that this rate of progress (seven months in eight) is slightly better than they had made in previous years (as indicated from their pre-test status), the gains of the ESEA group are exceeded by those of the Comparison group on two of the four subtests---Reading Vocabulary and Mechanics of English. The test score gains of the Comparison group on these two subtests are surprisingly large in light of the fact that they were, on the average, somewhat lower than the ESEA group at pre-testing and no additional resources have been provided to the Comparison school for the reduction of class size, or augmentation of the instructional program other than that which is available through the regular district allotments. It will be noted that the Comparison group, despite its remarkable gains on the two subtests mentioned above, has scored at similar levels on three of the four subtests to those of the ESEA group. The greatest difference in these unadjusted post-test averages appears on the Reading Vocabulary subtest.

In order to account for across-group differences at pre-test in the evaluation of the post-test averages of the ESEA and Comparison group, analyses of variance utilizing the covariance method was used. In other words, post-test score means are adjusted to reflect the differences between groups in the fall testing. Table 7 presents the actual pre- and post-test averages of the two groups as well as the statistically adjusted means obtained in the analyses of covariance.

TABLE 7

Comparison of Mean Achievement Test Results for ESEA and Comparison School Seventh Graders Including Adjusted Post-Test Means Obtained in Analyses of Covariance

CAT Subtests		CAT Pre-Test (10/67)		CAT Post-Test (5/68)			
				Actual Means		Adjusted Means	
	N	Mean R.S.	Mean G.E.	R.S.	G.E.	R.S.	G.E.
Vocabulary							
ESEA	494	23.0	5.7	26.5	6.3	26.2	6.2
Comparison	143	21.5	5.4	28.9	6.8	29.9	6.9
Comprehension							
ESEA	542	28.8	5.9	36.4	6.8	36.6	6.9
Comparison	157	29.9	6.0	36.2	6.8	35.4	6.7
Mechanics of English							
ESEA	541	44.0	5.7	50.4	6.4	49.6	6.4
Comparison	150	39.3	5.1	50.9	6.5	53.8	6.7
Spelling							
ESEA	541	12.9	6.7	14.9	7.3	15.0	7.3
Comparison	157	13.6	6.9	15.3	7.4	14.9	7.3

(Note: All adjusted post-test mean differences were found to be statistically significant at the .01 level.)

An examination of the table will reveal that the covariance adjustments on the post-test means have resulted in increasing the differences between the groups on all but the Spelling subtest. The F ratios resulting from the analyses covariance will be found in Tables 8-11 on the following page. The differences in score averages for the two groups on the Vocabulary and Mechanics of English subtest are statistically significant at the .01 level---in other words, differences of this magnitude may be expected to occur by chance only once in every hundred observations. The differences in performance on the Reading Comprehension and Spelling subtests are not statistically significant. Mean differences of these latter magnitudes may be expected to occur fairly frequently because of chance variations in performance.

TABLE 8

Grade 7 ANALYSIS 1: May 1968 C.A.T. Vocabulary results adjusted for difference in October 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	1512.50	1	1512.50	33.51	<.01
Error (within)	28617.55	634			
Total	30130.05				

TABLE 9

Grade 7 ANALYSIS 2: May 1968 C.A.T. Comprehension results adjusted for difference in October 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	185.07	1	185.07	2.81	>.05
Error (within)	45778.77	696			
Total	45963.83				

TABLE 10

Grade 7 ANALYSIS 3: May 1968 C.A.T. Mechanics of English results adjusted for difference in October 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	2035.65	1	2035.65	17.82	<.01
Error (within)	78604.82	688			
Total	80640.47				

TABLE 11

Grade 7 ANALYSIS 4: May 1968 C.A.T. Spelling results adjusted for difference in October 1967

Source of Variation	Sum of Squares	df	Mean Square	F	P
Treatment (between)	0.82	1	0.82	0.05	>.05
Error (within)	10964.98	695			
Total	10965.80				

Teachers' Grades Results

The distributions of teachers' grades for the 1967-68 eighth grade group are presented in Table 12. These data consist of final (year) academic marks in the project English classes as well as in non-project Social Science classes. Also included are "Citizenship" grades from Social Science Classes. The students included in the study represent a random sample of 30% of all eighth grade students for whom both end-of-year (1966-67) and end-of-year (1967-68) grades were available.

TABLE 12

Distribution of Final (Year) Teachers' Grades for
8th Grade Study Sample

Grade (Mark)	ENGLISH (ACADEMIC GRADE)				SOCIAL SCIENCE* (ACADEMIC GRADE)				SOCIAL SCIENCE (CITIZENSHIP GRADE)			
	Final (Grade 7)		Final (Grade 8)		Final (Grade 7)		Final (Grade 8)		Final (Grade 7)		Final (Grade 8)	
	N	%	N	%	N	%	N	%	N	%	N	%
A	7	3.5	6	3.0	11	5.4	14	6.8	25	15.4	26	16.1
B	47	23.2	46	22.7	47	22.9	39	19.0	54	33.3	45	27.8
C	80	39.4	74	36.5	59	28.8	71	34.6	52	33.1	61	37.7
D	62	30.5	60	29.6	77	37.6	65	31.7	25	15.4	21	13.0
F	7	3.5	17	8.4	11	5.4	16	7.8	6	3.7	9	5.6
No. of Students	203		203		205		205		162		162	

*Social Science in Grade 7 was Geography; in Grade 8 U. S. History

Examination of the table will reveal that there were small shifts in the numbers and proportions of grades falling within the five grading levels. There tended to be slightly fewer "A" and "B" grades and slightly more "F" grades given in English at the end of eighth grade as compared to the end of seventh grade. Small increases in numbers and proportions of grades at both the upper and lower ends of the scale will be noted at the end of eighth grade in Social Science academic and citizenship grades.

Means and standard deviations for these distributions will be found in Table 13 which follows.

TABLE 13

Means and Standard Deviations for Final (Year)
Teachers' Grades - 8th Grade Study Sample

	ENGLISH (ACADEMIC GRADE)		SOCIAL SCIENCE** (ACADEMIC GRADE)		SOCIAL SCIENCE** (CITIZENSHIP GRADE)	
	Final (Grade 7)	Final (Grade 8)	Final (Grade 7)	Final (Grade 8)	Final (Grade 7)	Final (Grade 8)
Mean*	1.9	1.8	1.9	1.9	2.4	2.4
S.D.	.90	.97	1.01	1.04	1.04	1.07
N	203	203	205	205	162	162

*Numerical equivalents of grades (marks): A=4; B=3; C=2; D=1; F=0
**Social science in Grade 7 was Geography; in Grade 8 U.S. History

The slight drop of .1 in mean grade received at the end of grade eight was not found to be statistically significant. Identical grade averages will be noted for social science for the two years. These data do not indicate changes in student classroom performance of sufficient magnitude to be reflected in teachers' grades.

Results of Student Self-Ratings

Tables 14-17 present pre (November 1967) and post (April 1968) self ratings data for a 30% random sample of seventh grade pupils attending the three Target Area junior high schools. In addition, Table 15 provides comparison data between three Comparison junior high schools and the Target Area junior high schools in relation to pupil Self-Rating Questions about School-Learned Skills. Six categories of study skill self-ratings and eleven categories of academic skill self-ratings were combined into two scales: (1) study skill self-ratings and (2) academic skill self-ratings.

Table 14 presents data demonstrating change and direction of change in student self-ratings for school-learned skills during the period between pre and post administrations of the questionnaire. While there is no significant difference (as measured by the chi-square evaluation) between the pre and post ratings, seventh grade pupils tended to rate themselves as having the same or better self-image for study skills (51.6%) and for academic skills (51.0%).

TABLE 14

Frequencies and Percentages of Plus to Minus Pre-Post Responses for Seventh Grade Student Self-Rating Questions About School-Learned Skills

Skill Area Rated	Plus, Minus, or No Change	N	%
Study Skills	(+) Higher at Post	114	45.4
	(-) Lower at Post	114	45.4
	(-0-) Same at Post	23	9.2
Academic Skills	(+) Higher at Post	112	44.6
	(-) Lower at Post	123	49.0
	(-0-) Same at Post	16	6.4

Table 15 provides numbers and percentages of pre and post seventh grade pupil responses to self-rating questions about school-learned skills between Comparison and ESEA junior high schools. While shifts in pre and post ratings are minimal for both groups, it is interesting to observe that Target Area pupils tended to rate themselves slightly more frequently in the above average to very good range (45.0% for study skills; 45.9% for academic skills) than was true of the Control group (40.9% for study skills; 44.7% for academic skills).

TABLE 15

Numbers and Percentages of Pre and Post Seventh Grade Pupils-Responses to Self-Rating Questions About School-Learned Skills Between Comparison and ESEA Junior High Schools

Skill Rated			Poor		Below Average		Average		Above Average		Very Good	
			N	%	N	%	N	%	N	%	N	%
Study Skills Self-Rating	ESEA	Pre*	84	5.6	178	11.8	516	34.3	394	26.2	334	22.2
		Post	67	4.4	197	13.1	565	37.5	406	27.0	271	18.0
	Control	Pre*	84	5.4	190	12.2	577	37.1	394	25.4	309	19.9
		Post	66	4.2	219	14.1	636	40.9	396	25.5	237	15.3
Academic Skills Self-Rating	ESEA	Pre	144	5.2	354	12.8	956	34.6	684	24.8	623	22.6
		Post	93	3.4	366	13.2	1035	37.5	750	27.2	517	18.7
	Control	Pre	145	5.1	341	12.0	1017	35.7	766	26.9	580	20.3
		Post	133	4.7	402	14.1	1041	36.5	774	27.2	499	17.5

*Significant at the .05 Level

Table 16 on Page 71 presents data on six questions pertaining to future educational plans. The questionnaires were administered to pupils at three Target Area junior high schools and at three Comparison junior high schools. In terms of the Comparison group-Target Area group responses, it is interesting to observe that, while differences tended to be minimal in most sub-categories, several differences did occur. At post rating time, 81.28% of the Target Area students indicated that they plan to attend a junior and/or four year college as contrasted with 78.19% of the Comparison students. Also, more Target Area students indicated an hour or more of outside-of-school study time (15.14%) than was true of the Comparison school pupils (12.36%).

Table 16 also demonstrates the relationship between pre-post results for the Target Area pupils. The table indicates that, at post rating time, 24.70% expressed assuredness that they would graduate from high school, as contrasted to 20.72% who made an analogous response in the November survey. Approximately 32% indicated that they were fairly sure of graduation from high school, as opposed to 29.88% at the pre survey. The table also indicates that nearly two-thirds of the pupils (65.34%) indicated that they planned to continue their education after high school, and of these, 61.36% expected to attend college for at least a four year period.

Table 17 on Page 72 is designed to provide information about student opinions of their future work plans for both Target Area students and for Comparison school pupils. The table at post rating, suggests that more Target Area students (40.99%) believed that they would be in professional or managerial positions for most of their working years than was true for Comparison school students (35.42%). In the Target Area pre-post survey of the question, "What type of work do you actually think you will do during most of your work years", the following relative results were some of those found: (1) Professional or Managerial (pre 36.16%, post 40.99%); (2) Clerical or Sales (pre 17.41%, post 9.91%); (3) Service Work (pre 8.93%, post 11.71%); (4) Skilled (pre 4.02%, post 9.46%); (5) Semi-Skilled (pre 5.80%, post 3.15%); and Unskilled (pre 2.23%, post 0.90%). Most of the Target Area pupils felt that their parents believed either that their children would be entering professional or managerial occupations (39.54%) or that they did not know (31.94%). The table indicates strong student motivation in all questions toward entering professional or managerial occupations.

TABLE 16

NUMBERS AND PERCENTAGES OF PRE AND POST RESPONSES TO SEVENTH GRADE PUPIL SELF-RATING QUESTIONS ABOUT SCHOOL HABITS AND FUTURE EDUCATIONAL PLANS

QUESTION	RESPONSES	ESEA				CONTROL			
		PRE		POST		PRE		POST	
		N	%	N	%	N	%	N	%
A. DURING A SCHOOL MONTH I AM USUALLY TARDY–	1. 16 OR MORE TIMES	5	1.99	5	1.99	4	1.54	14	5.41
	2. 11 TO 15 TIMES	10	3.98	8	3.19	5	1.93	7	2.70
	3. 6 TO 10 TIMES	37	14.74	37	14.74	15	5.79	22	8.49
	4. 1 TO 5 TIMES	135	53.78	133	52.99	137	52.90	138	53.28
	5. NEVER	64	25.50	68	27.09	98	37.84	78	30.12
B. HOW MUCH TIME DO YOU USUALLY STUDY OR DO HOMEWORK BEFORE THE SCHOOL DAY BEGINS OR AFTER IT IS OVER?	1. NO TIME	11	4.38	19	7.57	15	5.79	19	7.34
	2. 1–15 MINUTES	42	16.73	44	17.53	41	15.83	61	23.55
	3. 16–30 MINUTES	83	33.07	95	37.85	62	23.94	71	27.41
	4. 31 MINUTES TO ONE HOUR	56	22.31	55	21.91	95	36.68	76	29.34
	5. MORE THAN ONE HOUR	59	23.51	38	15.14	46	17.76	32	12.36
C. HOW SURE ARE YOU THAT YOU WILL GRADUATE FROM HIGH SCHOOL?	1. I DEFINITELY WILL	52	20.72	62	24.70	63	24.32	71	27.41
	2. I'M FAIRLY SURE	75	29.88	81	32.27	93	35.91	76	29.34
	3. I DON'T KNOW	113	45.02	98	39.04	89	34.36	103	39.77
	4. I MAY NOT	7	2.79	10	3.98	7	2.70	8	3.09
	5. I DEFINITELY WILL NOT	4	1.59			7	2.70	1	0.39
D. WHAT PLANS HAVE YOU MADE ABOUT WHAT YOU WILL DO AFTER HIGH SCHOOL?	1. I HAVE MADE NO PLANS	30	11.95	33	13.15	23	8.88	33	12.74
	2. I WILL CONTINUE MY EDUCATION	164	65.34	141	56.17	148	57.14	152	58.69
	3. I WILL WORK	33	13.15	38	15.14	30	11.58	37	14.28
	4. I WILL ENTER A BRANCH OF THE ARMED SERVICES	17	6.77	20	7.97	22	8.49	13	5.02
	5. OTHER PLANS	7	2.79	19	7.57	36	13.90	24	9.27
E. IF YOU PLAN TO CONTINUE YOUR EDUCATION AFTER HIGH SCHOOL, DO YOU PLAN TO–	1. ATTEND A TECHNICAL SCHOOL?	27	10.76	18	7.17	27	10.42	24	9.27
	2. ATTEND A JUNIOR COLLEGE ONLY?	41	16.33	50	19.92	45	17.37	50	19.30
	3. ATTEND A JUNIOR COLLEGE THEN TRANSFER TO A FOUR YEAR COLLEGE OR UNIVERSITY?	87	34.66	64	25.50	81	31.27	72	27.80
	4. ATTEND A FOUR YEAR COLLEGE OR UNIVERSITY?	76	30.28	90	35.86	88	33.98	80	30.89
	5. I DO NOT PLAN TO CONTINUE MY EDUCATION.	20	7.97	29	11.55	18	6.95	33	12.74
F. IF HIGH SCHOOL REQUIREMENTS, GRADES, MONEY, OR OTHER PROBLEMS WERE NOT TO BE CONSIDERED AND YOU WERE FREE TO PICK ANY SORT OF AFTER HIGH SCHOOL EDUCATION YOU WANTED, WOULD YOU PLAN TO–	1. ATTEND A TECHNICAL SCHOOL?	27	10.76	26	10.36	25	9.65	20	7.72
	2. ATTEND A JUNIOR COLLEGE ONLY?	39	15.54	44	17.53	40	15.44	46	17.76
	3. ATTEND A JUNIOR COLLEGE THEN TRANSFER TO A FOUR YEAR COLLEGE OR UNIVERSITY?	87	34.66	67	26.69	89	34.36	81	31.27
	4. ATTEND A FOUR YEAR COLLEGE OR UNIVERSITY?	81	32.27	95	37.85	94	36.29	82	31.66
	5. I WOULD NOT CONTINUE MY EDUCATION	17	6.77	19	7.57	11	4.25	30	11.58

TABLE 17

NUMBERS AND PERCENTAGES OF PRE AND POST SEVENTH GRADE PUPIL RESPONSES TO FUTURE WORK PLANS

ITEM		Professional & Managerial		Clerical & Sales		Service Work		Agr., Marine & Forestry		Skilled		Semi-Skilled		Unskilled		Prof. Athlete		Don't Know		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
A. If you plan to work soon after you finish high school, what type of work do you really plan to do?	ESEA	84	37.33	34	15.11	31	13.78	1	0.44	13	5.78	11	4.89	2	0.89	5	2.22	44	19.56	PRE
	ESEA	95	42.41	30	13.39	29	12.95	2	0.89	15	6.70	9	4.02	3	1.34	10	4.46	31	13.84	POST
	Control	91	42.52	30	14.02	28	13.08			22	10.28	3	1.40	7	3.27	16	7.48	17	7.94	PRE
	Control	99	42.67	33	14.22	23	9.91	1	0.43	22	9.48	9	3.88	4	1.72	11	4.74	30	12.93	POST
B. If you plan to work soon after you finish high school, and you could have any job you wanted what type of work would you do?	ESEA	86	38.22	42	18.67	30	13.33	1	0.44	12	5.33	10	4.44	1	0.44	11	4.89	32	14.22	PRE
	ESEA	98	43.17	35	15.42	29	12.78	2	0.88	18	7.93	5	2.20	3	1.32	14	6.17	23	10.13	POST
	Control	89	42.58	32	15.31	34	16.28	1	0.48	22	10.53	2	0.96	4	1.91	10	4.78	15	7.18	PRE
	Control	93	40.09	31	13.36	27	11.64	1	0.43	25	10.78	6	2.59	4	1.72	14	6.03	31	13.36	POST
C. What type of work do you actually think you will do during most of your working years?	ESEA	81	36.16	39	17.41	20	8.93	2	0.89	9	4.02	13	5.80	5	2.23	9	4.02	46	20.54	PRE
	ESEA	91	40.99	22	9.91	26	11.71	1	0.45	21	9.46	7	3.15	2	0.90	12	5.41	40	18.02	POST
	Control	84	37.33	28	12.44	34	15.11	1	0.44	19	8.44	2	0.89	13	5.78	16	7.11	28	12.44	PRE
	Control	85	35.42	34	14.17	27	11.25	2	0.83	27	11.25	6	2.50	11	4.58	12	5.00	36	15.00	POST
D. What type of work would you do during most of your working years if you could have any job you wanted?	ESEA	90	41.67	37	17.13	22	10.18	2	0.92	10	4.63	9	4.17	6	2.78	12	5.56	28	12.96	PRE
	ESEA	99	45.41	23	10.55	29	13.30	1	0.46	15	6.88	6	2.75	3	1.38	12	5.50	30	13.76	POST
	Control	99	44.39	31	13.90	28	12.56	1	0.45	23	10.31	2	0.90	9	4.04	14	6.28	16	7.17	PRE
	Control	106	45.11	24	10.21	21	8.94	2	0.85	27	11.49	4	1.70	4	1.70	15	6.38	32	13.62	POST
E. What sort of work do your parents think you will do?	ESEA	89	40.64	20	9.13	13	5.94			6	2.74	3	1.37			13	5.94	75	34.25	PRE
	ESEA	87	39.54	17	7.73	13	5.91			15	6.82			2	0.91	16	7.27	70	31.82	POST
	Control	85	38.64	15	6.82	23	10.45	2	0.91	11	5.00	1	0.45	4	1.82	10	4.55	69	31.36	PRE
	Control	86	36.59	17	7.23	26	11.06	1	0.42	15	6.38	2	0.85	6	2.55	7	2.98	75	31.94	POST

TABLE 18

NUMBERS AND PERCENTS OF PRINCIPALS' AND TEACHERS' RESPONSES TO QUESTIONS RELATED TO SELECTED ELEMENTS OF JUNIOR HIGH INSTRUCTIONAL PROGRAM

ITEM	GROUP	NO HELP		LITTLE HELP		SOME HELP		MUCH HELP		DON'T KNOW	
		N	%	N	%	N	%	N	%	N	%
HELPFULNESS OF REDUCING EVERY TEACHER'S ASSIGNMENT TO FOUR CLASSES TO PROVIDE OPPORTUNITY:											
1. FOR TEAM PLANNING	PRINCIPAL							6	100.0		
	TEACHER	2	5.3	2	5.3	9	23.7	25	65.8		
2. TO PLAN FOR AND DEVELOP INNOVATIVE CLASSROOM METHODS	PRINCIPAL					2	33.3	4	66.7		
	TEACHER	3	7.9	2	5.3	13	34.2	18	47.4		
3. TO PLAN FOR AND DEVELOP EFFECTIVE AND INSTRUCTIONAL MATERIALS	PRINCIPAL					2	33.3	4	66.7		
	TEACHER	2	5.3	4	10.5	10	26.3	20	52.6		
4. FOR TEACHER-STUDENT INTERACTION	PRINCIPAL					1	16.7	4	66.7	1	16.7
	TEACHER	3	7.9	2	5.3	12	31.6	17	44.7	1	2.6
HELPFULNESS OF TALD TO STAFF:											
1. COORDINATING THE DEVELOPMENT OF THE READING AND LANGUAGE IN YOUR SCHOOL	PRINCIPAL							5	83.3	1	16.7
	TEACHER			2	5.3	10	26.3	22	57.9	2	5.3
2. INNOVATING NEW INSTRUCTIONAL APPROACHES, MATERIALS AND TEACHING METHODS	PRINCIPAL							5	83.3	1	16.7
	TEACHER	1	2.6	4	10.5	14	36.8	15	39.5	2	5.3
3. PLANNING AND COORDINATING CULTURAL ENRICHMENT ACTIVITIES	PRINCIPAL							5	83.3	1	16.7
	TEACHER	1	2.6			6	15.8	28	73.7	1	2.6
4. ORDERING AND MAINTAINING SUPPLIES, MATERIALS AND EQUIPMENT	PRINCIPAL							4	66.7	2	33.3
	TEACHER	1	2.6			9	23.7	24	63.2	2	5.3
5. PROVIDING IN-SERVICE EXPERIENCES	PRINCIPAL					1	16.7	4	66.7	1	16.7
	TEACHER	1	2.6	7	18.4	8	21.1	19	50.0	1	2.6
6. COORDINATING AND INSTRUCTION IN THE TEACHER AIDE PROGRAM	PRINCIPAL							4	66.7	2	33.3
	TEACHER			1	2.6	6	15.8	25	60.5	5	13.2
HELPFULNESS OF READING ASST. (3-ON-2 PLAN) FOR INCREASED OPPORTUNITY:											
1. FOR INDIVIDUAL OR SMALL GROUP INSTRUCTION	PRINCIPAL							6	100.0		
	TEACHER			1	2.6	14	36.8	23	60.5		
2. TO DEVELOP FRESH AND IMAGINATIVE CLASSROOM METHODS	PRINCIPAL					2	33.3	4	66.7		
	TEACHER	1	2.6	5	13.2	18	47.4	14	86.8		
3. TO DEVELOP EFFECTIVE CURRICULAR AND INSTRUCTIONAL MATERIALS	PRINCIPAL					2	33.3	4	66.7		
	TEACHER	1	2.6	3	7.9	18	47.4	15	37.5	1	2.6
4. FOR TEACHER-STUDENT INTERACTION	PRINCIPAL					1	16.7	5	83.3		
	TEACHER			2	5.3	14	36.8	22	57.9		

Results of Staff Questionnaire

Staff questionnaires were completed by the eight administrators and 40 teachers comprising the language development teams in the three Target Area junior high schools. Six administrators (75.0%) and 38 teachers (95%) responded to the questionnaires. Frequencies and percentages for each item in the questionnaires will be found in Appendix I-B. Responses to specific question items pertaining to the school site instructional program are summarized in Table 18, which will be found on the preceding page.

Responses to items in all three categories (value of reduced teacher assignments to four classes; helpfulness of TALD to staff; and helpfulness of reading assistant or "3-on-2 plan" for increased opportunity) were markedly positive. For all items, at least two-thirds of both groups of personnel indicated "Some Help" or "Much Help" responses.

Three questions on the questionnaire revealed data about the impact of the ESEA compensatory program on school discipline. Table 19 provides results of the responses to these questions.

TABLE 19

Numbers and Percents of Principals' and Teachers' Responses Relating to the Effect of the ESEA Program on School Discipline

Item	Group	No Effect		Little Effect		Some Effect		Much Effect		Don't Know	
		N	%	N	%	N	%	N	%	N	%
Effectiveness of the program in:											
1. Reducing number of major discipline problems	Principal			1	16.7	3	50.0	2	33.3		
	Teacher	3	7.9	7	18.4	18	47.4	6	15.8	4	10.5
2. Reducing number of minor infractions	Principal			1	16.7	3	50.0	1	16.7	1	16.7
	Teacher	3	7.9	11	28.9	8	21.1	12	31.6	4	10.5
3. Providing improved classroom control and management	Principal			1	16.7	2	33.3	3	50.0		
	Teacher	1	2.6	3	7.9	16	42.1	14	36.8	3	7.9

The data presented in Table 19 related to possible effects of the program on school discipline were varied. However, the majority of responses fell into either the "Some Effect" or "Much Effect" categories. It can be concluded that teachers and administrators felt that the program had a positive effect on improving student discipline in the three Target Area Schools.

Table 20 presents the results of responses to parts of the staff questionnaire that called for administrator and teacher judgments about the adequacy of the various ESEA services provided during the 1967-68 school year.

TABLE 20

Numbers and Percents of Principals' And Teachers' Responses To The Adequacy Of Selected ESEA Program Services

Area of Service	Group	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion	
		N	%	N	%	N	%	N	%
Classroom teachers to reduce teacher-pupil ratio	Principal			3	50.0	3	50.0		
	Teacher			10	26.3	28	73.7		
Reading laboratories	Principal			3	50.0	2	33.3	1	16.7
	Teacher	1	2.6	18	47.4	19	50.0		
Teacher assistant for language development	Principal			5	83.3			1	16.7
	Teacher	1	2.6	22	57.9	12	31.6	2	5.3
Instructional equipment, books and supplies	Principal			3	50.0	3	50.0		
	Teacher	1	2.6	5	13.2	32	84.2		

The data obtained in relation to adequacy of services indicates varied reactions from teachers and administrators. Half of the school administrators considered the present level of services adequate, while the rest had alternating responses between "More Service Needed" and "No Opinion". Teachers tended to feel that more services were definitely needed for reduction of teacher-pupil ratios; they also suggested a strong need for more instructional equipment, books and supplies. However, teacher opinion about the adequacy of the services was divided in the other areas considered in this section of the questionnaire. Generally, staff responses indicated a feeling of positive value of the program, but suggest areas where additional services are needed.

Staff Interviews of 3-on-2 Teachers

Results of staff reactions to personal interview questions about the "3-on-2" teaching plans in operation at each of the designated ESEA junior high schools are presented in Table 21. It will be observed from Table 21 that those staff members who responded to the question items tended to strongly support the "3-on-2" team teaching plan. Especially notable was the support offered by staff members for the value of the plan as an approach to providing opportunities for individual and small group instruction. (80.5% responded to this item as "very effective").

It is apparent from the large percentage of responses of staff members in the "somewhat to very effective categories", that staff members involved in the "3 on 2" teaching plan phase of the ESEA project found it to be very valuable in a number of important areas.

TABLE 21

FREQUENCY AND PERCENT OF RESPONSES OF STAFF MEMBERS IN ESEA TEAM SCHOOLS EVALUATING THE "3-ON-2" TEACHING PLAN

N= 36

QUESTIONNAIRE ITEMS	VERY EFFECTIVE		SOMEWHAT EFFECTIVE		NEITHER EFFECTIVE NOR INEFFECTIVE		SOMEWHAT INEFFECTIVE		VERY INEFFECTIVE		DON'T KNOW		NO RESPONSE	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
EFFECTIVENESS OF "3-ON-2" TEACHING PLAN AT THE JUNIOR HIGH LEVEL IN:														
1. DEVELOPING LONG RANGE CHANGES IN READING AND LANGUAGE IMPROVEMENT?	21	58.3	13	36.1	1	2.8	1	2.8						
2. IMPROVING EFFECTIVENESS OF CLASSROOM INSTRUCTION AS CONTRASTED TO THE SINGLE TEACHER PLAN?	8	22.2	21	58.3	5	13.9			1	2.8	1	2.8		
3. PROVIDING A SATISFACTORY TEACHER-PUPIL RATIO?	16	44.5	14	38.8	2	5.5	4	11.2						
4. PROVIDING OPPORTUNITIES FOR INDIVIDUAL AND SMALL GROUP INSTRUCTION?	29	80.5	6	16.7	1	2.8								
5. PROVIDING OPPORTUNITIES FOR PLANNING AND IMPLEMENTING NEW INSTRUCTIONAL TECHNIQUES?	16	44.5	16	44.5			1	2.8	2	5.8			1	2.7
6. PRODUCING POSITIVE CHANGES IN STUDENT ATTITUDES, INTERESTS AND ACADEMIC ACHIEVEMENT?	16	44.5	14	38.8	5	13.9	1	2.8						
7. PROVIDING ADDITIONAL HELP TO STUDENTS?	18	50.0	11	30.5	4	11.2	3	8.3						
8. ADVISING TEAM MEMBERS OF THE NATURE AND USE OF SUPPLEMENTARY ESEA EQUIPMENT, BOOKS AND SUPPLIES AVAILABLE AT THE SCHOOL?	20	55.5	16	44.5										
9. ADVISING TEAM MEMBERS REGARDING VARIOUS COMPONENTS OF THE ESEA PROGRAM EXISTING AT THE SCHOOL?	6	16.7	14	38.8	3	8.3	2	5.5	2	5.5	9	25.2		
10. COMPARING THIS YEAR'S ENTIRE PROGRAM TO LAST YEAR'S PROGRAM?	4	11.2	9	25.2	8	22.2	8	22.2			5	13.9	2	5.5

In addition to the objective items noted in Table 21, the "3-on-2" teaching plan interviews made provision for several open-ended responses. Questions were asked to elicit responses about advantages and suggested improvements for the "3 on 2" teaching plan. A complete synopsis of the results of this part of the Questionnaire may be found in Appendix I-B-18.

Results of the open-ended items indicate that staff members responded most favorably to the plan's providing opportunity to emphasize individualized instruction in reading and other areas of English study because of reduced class size (83.3%). In addition, many staff members (47.2%) felt that the plan offered them a greater opportunity to know individual student academic, social and emotional characteristics and to meet these needs much more adequately.

The open-ended items related to areas of staff-suggested improvement elicited the response that there were excessive numbers of projects and activities for individual teachers (66.7%). Many staff members also felt that there could be improvement in financial and school master schedule preplanning of the program (44.4%). In addition, a number of staff members (37.9%) felt that interrelationship and communication between team members could be improved.

Some of the suggestions for improvement in the plan evolved because of difficulties in utilizing the plan at the outset of the school year. Some of these circumstances stemmed from problems in school master-programs; others derived from late authorization for ESEA funds during the school year. Nevertheless, staff members involved in the "3-on-2" plan at the three Target Area junior high schools demonstrated very positive view points in relation to the success of the plan.

Parent Interview Results

A complete overview of the findings obtained from the spring, 1968 interviews survey will be found in Chapter VI. Results from only a small number of the questions asked pertaining to the junior high school instructional program have been included for discussion in this report.

Of the 102 junior high school parents interviewed 40 or 39% indicated that they were aware of the ESEA Compensatory Education Program being conducted in the Oakland Public Schools. Despite the fact that a significant number of respondents indicated a lack of awareness of the formal city-wide program, the great majority of the respondents indicated an awareness of the effects of the various program elements which were discussed in the interviews.

Parents were asked to indicate their opinion of the ability of their children to understand the work in school as compared to the beginning of the school year. Nearly three-fifths of the responses indicated that their children seemed to understand school work better as a result of the program.

Parents were also asked to indicate the degree of progress they felt their children had made in various skills during the year. Table 22 presents the results of these evaluations in four areas. It will be noted that responses to these questions generally yielded positive opinions about the progress that their children were making in school.

TABLE 22

Numbers and Percents of Junior High Parent Responses
to Selected Questions in Interview Survey (N=102)

Degree of Change	Skill Area							
	Reading		Handwriting		Spelling		Listening	
	N	%	N	%	N	%	N	%
Much Better	41	40.2	41	40.2	36	35.3	34	33.3
A Little Better	30	29.4	33	32.3	44	43.1	34	33.3
About the Same	28	27.5	27	26.5	16	15.7	16	15.7
A Little Worse			1	1.0	3	2.9	12	11.8
Much Worse	1	1.0					5	4.9
Don't Know	2	2.0			3	2.9	1	1.0
No Response								

In response to a question pertaining to the amount of reading being done by their children, over two-thirds indicated their children were reading more in the spring of 1968 than at the beginning of the school year. Over 70% indicated that the present program of reading instruction at their school was "somewhat" or "very helpful" to their child. Of the total number of respondents, 82% indicated that at the time of the survey their child was demonstrating more interest in school than in his previous school experience.

When these parents were asked about their general impression of the helpfulness of the ESEA compensatory services program in improving the education of their children, the following results were indicated:

Very Helpful	55	(53.9%)
Somewhat Helpful	32	(31.4%)
Of Little Help	8	(7.8%)
Of No Help	2	(2.0%)
Don't Know	5	(4.9%)

In general, results from the parent interview survey indicated that parents were quite satisfied with the school program being provided for their children.

DISCUSSION AND SUMMARY

Results of the evaluation study for the first full year of the junior high school ESEA program (1966-67) had provided varying amounts of data indicating that the program was succeeding in altering patterns of below average achievement progress. Achievement test data in reading vocabulary, reading comprehension and language usage were particularly encouraging. It was found in several analyses that students were making month-for-month, or even greater, progress in these areas.

Follow-up testing of eighth and ninth grade students this year (1967-68) as well as pre and post testing of the entering seventh grade was completed under the present study. Analyses of these data indicate that apparently-augmented rates of student achievement progress have not been continued. Although score gain tendencies for the seventh and eighth grade students approximated rates of progress prior to entrance into the program, there was a clear diminution at the ninth grade level. The tendency for the ninth grade students to make somewhat smaller gains than seventh and eighth graders is consistent with the findings of last year's evaluation study. Within the limitations of the test instruments and measurement design, it cannot be concluded from the available data that the overall ESEA junior high school program has achieved one of the stated objectives of improving performance on standardized achievement tests beyond usual Target Area school expectancies.

(School-by-school data are currently under analyses. Preliminary examination of these data reveal that, as may be expected, results for each of the three schools do not follow exactly the overall tendencies observed when the data are pooled. These findings will be presented to and discussed in detail with staff members in an effort to determine the factors contributing to school-by-school differences).

Analyses of teachers' grades tend to support the foregoing observation regarding test scores. Grades received by a random sample of eighth graders at the end of grade seven and at the end of grade eight were found to be virtually identical when distributions, means, and standard deviations of these data were examined.

Analyses were also made of student self-ratings. While there were not marked shifts in the desired directions in these areas during the 1967-68 school year, there were some positive results. Especially notable were student feelings about their goals in relation to further education. Approximately two-thirds of the students sampled indicated they would continue their education, and sixty-one percent said they would attend at least four years of college.

The evaluative responses of staff members to questionnaires and interviews were quite positive toward most program features. While a number of staff members indicated that late authorization of funds tended to impede the outcome of the 1967-68 compensatory education program, principals, teachers, and counselors alike were in agreement that the various services being provided were of value and, in many instances, indicated that the levels of these services should be increased. Of particular note was the indication on the part of staff members that the program had been effective in bringing about improvements in student discipline in Target Area schools.

Students demonstrated high levels of interest in many of the new instructional materials, procedures and activities. Several innovative projects were launched and/or continued during the past year. For example, the students in all three junior high schools planned and developed literary magazines which received first place awards from the Columbia Press Association. It is very unusual for more than one school in a district to win such an award.

As was true last year, parents responding in the spring Parent Interview Survey were quite supportive of the increased services their children were receiving and of the school program in general. Once again it was somewhat surprising to discover that many parents were not aware that their children were participating in a special federally-funded ESEA program. It would again appear that even greater efforts should be made to develop more effective means for communicating with these parents and enlisting their active support for the schools.

It is significant to note that our findings related to test scores, as well as questionnaires, interviews, and other subjective data are quite similar to findings reported in other large urban school districts. An example of this is the More Effective Schools (MES) program in New York City. Test data from year to year and in different schools have been given variable support to a conclusion of program success, despite the massive investment of supplementary funds and services. On the other hand, program staff members and parents have generally given positive ratings to the program in questionnaires and interviews. This growing accumulation of data on a national level has underscored the present levels of investment have not been markedly effective in bringing about significant improvements in rates of student academic development and the complex of attitudinal and environmental factors related thereto.

CONCLUSION

Many of the findings of this 1967-68 evaluation study are consistent with the positive findings outlined in the 1966-67 study. However, the clear diminution in test score gains must be noted with concern. The longitudinal studies of test results reported above indicate a need to re-evaluate the current patterns and levels of program services.

The objective and subjective data reported herein should be discussed in detail with instructional and administrative personnel in an effort to determine priorities for changes and/or refinements that may be indicated. Particular attention should be focused on the suggestions and recommendations contributed by staff members in their responses to the questionnaires and interviews.

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EVALUATION OF THE SENIOR HIGH SCHOOL REMEDIAL AND CORRECTIVE LANGUAGE ARTS PROJECT

INTRODUCTION

McClymonds High School, the ESEA target high school, serves large numbers of students who are performing two or more years below grade level in reading, written and oral language, and other skill areas. Typically, the academic problems of these low achieving students are reinforced by poor attendance and marginal motivation for school work. Approximately 97 percent of the entering 10th grade students are transfers from two of the junior high schools which also have participated in the TITLE I program.

The development of the plan for the instrumentation of the overall ESEA Title I, Program of Compensatory Education included an analysis of the socioeconomic conditions of families residing in the various school attendance areas of the city as well as analyses of test scores patterns on standardized achievement and academic aptitude tests. From data provided by the county welfare agency at the program's inception, it was estimated that 81% of the 10th to 12th grade students in the Target Senior High School Attendance area were from families receiving Aid to Families with Dependent Children (AFDC). This may be compared to an estimated 19% for the city as a whole. The severe educational problems of the students in this school have been manifest in the results of standardized test surveys administered throughout the city at elementary, junior and senior high school levels. These results reveal that the highest concentrations of low achieving students in the city are located within the attendance boundaries of this high school.

Beginning in February, 1966, a remedial and corrective program, designed by the English Department and School Administration, was initiated at this high school under ESEA Title I funding. During the spring, 1966 semester, all 22 "B" and "C" section English classes (10th, 11th and 12th grades) were involved in the program. Each section was assigned a regular teacher and a reading teacher, who worked with small groups of six to eight students. During the 1966-67 school year, the remedial and corrective project focused on approximately 400 students in 19 "C" section classes. Once again, reading teachers were utilized to work with small groups of students. During both years, the cultural enrichment program, which is described in Chapter III involved the entire student body.

The major objectives of the senior high school remedial and corrective project were as follows:

1. To improve achievement performance as measured by standarized achievement tests

2. To improve classroom performance in reading and other language skill areas beyond usual expectations

3. To change (in a positive direction) the children's attitudes toward school/education

4. To raise the children's occupational and/or educational aspiration levels

5. To increase children's expectations of success in school

6. To improve the children's attendance patterns

METHOD

Personnel

During the 1967-68 school year, as in previous years of this project, five English Department teaching positions beyond those furnished by the District were added. Additionally, a sixth teaching position was added in order to relieve the chairman of the English Department of all classroom responsibilities for purposes of coordinating the program activities and serving as a resource person to the staff. Henceforth, in this report, the chairman of the English Department will be referred to as the TALD. (Teacher Assistant for Language Development). Whereas the program focused almost entirely on the "B and C" sections during the previous two years, the additional English teachers for the 1967-68 school year were used to generally lower class size and to make possible several team teaching experiments. Three of the teachers involved in team-teaching experiments were relieved of their teaching assignments for one period each, and they used this time for "team planning" meetings and activities. Additionally, an attempt was made by the English Department to coordinate instruction in some classes in the homemaking, industrial arts, and science departments. These efforts were based upon a philosophy of articulation of knowledge and skills.

Additional personnel provided by the ESEA program included an instructional clerk, who worked closely with the TALD and provided typing and duplicating services for teachers, and four teacher aides who assisted teachers in the classroom with selected clerical tasks and handling of instructional materials. (A detailed report on the teacher aide program appears in Chapter II.) The instructional clerk on some occasions performed clerical tasks related to the overall ESEA program for teachers of departments other than the English Department.

General Program Description

The ESEA program has continued to focus upon the improvement of reading and other language skills. English teachers decided to substitute many customary traditions of teaching English for a myriad of instructional innovations. The program was systematically structured to meet the needs of those students identified as being deprived in attitudes, abilities, potentialities, as well as linguistics disabilities.

English teachers and interested teachers from other departments began to realize that they must learn to recognize and build on special strengths of cultural traditions. Many teachers, especially English teachers, increased oral and written language activities in all classes and on all grade levels. These teachers have become more conscious of the need to create a greater student awareness of the need to speak and write in an acceptable informal language.

While this aim does not differ from that for students in the city-wide population, it does mean additional attention and learning by a very large percentage of students at McClymonds. To accomplish this goal, the English teachers set for themselves the following operational objectives:

1. To determine some of the factors that influence growth in reading among high school students; namely, the effects of intelligence, personality adjustment, and initial reading status as a result of a special program in reading and language development

2. To broaden student's self-concept by giving him pride in his own culture

3. To help each student acquire a language proficiency that will help him to achieve his greatest potential

4. To provide him with a background about the science of language

American Literature --U.S. History Interdisciplinary Team

This team-teaching experiment began at the beginning of the spring semester. The teachers of a college preparatory section of U.S. History, a low ability section of U.S. History, and a middle ability section of 11th Grade English---each of which met during the first period---united their classes into one large group of 95-11th grade students. Working with the three teachers were two student-teachers. Two days a week the class met together as one large group for lectures, and three days a week students met with teachers in smaller seminar groups. Each of the teachers was relieved of one of his other classes to enable him to spend one hour a day devoted to planning, preparing and evaluating the interdisciplinary course.

Focus of the class studies was "America in the Twentieth Century: Change and Progress." The reason for this focus was a strong feeling that the study of U.S. History and American Literature should be made relevant to the needs of the students. Using current problems as a starting point, historical roots and causes could be traced. This might be termed a sort of "reverse history."

After much discussion and consultation with other teachers and supervisors, the program became very limited in scope. It was decided to concentrate on five areas initially: the arts, technology, the schools, the future, Vietnam.

After the first week during which introduction of the course was made, students were asked to select first and second choices of areas in which they would like to work (names of teachers in each area were not given on the choice sheet). As much as possible, students were given the area of their first choice, though the need to keep the groups of approximately equal size meant that some students were placed in the area of second choice. While each teacher had certain objectives for his class in mind, plans remained, flexible enough to allow for students' ideas and initiated objectives.

It was hoped that the project or problem approach had allowed for more individual development and involvement of students than the typical separate, chronological approaches to United States History and literature classes. It was also felt that it was of more value to the student to become proficient in one area than to receive a sketchy overview of the Twentieth Century. Further aims of the program were to get students out of the classroom and into the community; away from traditional textbooks and into current, appropriate materials---be they speakers, films, magazines or books.

Mondays and Fridays were devoted to the large lecture class. At this time speakers, films, and slides were presented. Also, panels and/or presentations were made by the small classes on their area of specialization. The unified idea stressed to the students was that they and the teachers pull together all possible materials to gain information on the progress and problems of the Twentieth Century. Each student, in turn, was expected to make himself an expert on one portion of the century and provide the rest of the class with the benefits of his work, experiences, and observations.

Twelfth Grade Pre-Tech English Team

The pre-Tech English course was designed to reinforce reading and language skills of **40 twelfth grade boys** enrolled in industrial arts and salesmanship classes. It was recognized that these boys needed specialized instruction and practice in the communication skills---both oral and written---keyed to the standards of today's world of work. To make the course more meaningful to these students, the team deviated from the traditional English text. Emphasis was placed upon techniques of studying writing and business communication.

Twelfth Grade College Preparatory Team

Many of the students enrolled in this course were members of the lowest socioeconomic class in the district. They were characterized as "underachievers"; however, they possessed capabilities to meet the academic challenge at a college or university. They were intellectually able in that they could handle ideas of increasing complexity; therefore, the commitment to them was to provide a course with more substance.

The subject matter was selected from the best literature, which included personal and social problems of many ethnic groups, particularly the Negro. The students were encouraged to master English, the language and its literature for its humanistic values. It was hoped students in this class would be provided with ideas and techniques needed for valid self-expression and the opportunity for digesting, comparing, questioning, appreciating and evaluating. Based on the premise that certain writing skills are learned only by the imposition of a discipline in the approach to writing, emphasis in this facet of English was reinforced in the class.

The classroom was equipped with an enclosed conference room. This allowed for one team member to work intensively with individuals or small groups, while the other conducted the major class presentation.

Program Overview

Several other team approaches had been planned as part of the program; however, they were phased out due to student programming problems. The remainder of the English classes were conducted in the traditional manner of one teacher for each class. However, because of the additional positions provided for the department, these teachers were able to provide more individualized instruction since class size was considerably smaller than English class size at non-ESEA high schools. Additionally, the department as a whole functioned in a team-like manner in that teachers occasionally exchanged with one another to capitalize on specific strengths or talents of individual teachers.

The following outline, prepared by the TALD provides a general overview of the program emphases and approaches.

1. How the department provides for instruction:

   a. In reading (average and above average students)

      (1) All reading is done for a purpose. Reading skills are emphasized at all times--to find the idea, to make comparisons, to note sequential order, to see relationship between cause and effect, to search out implied meanings, and to form sensory impressions. The skill of skimming is also taught.

      (2) The textbook list, which grows in size and improves in quality each year, contains excellent books for each grade and ability level.

      (3) Students are encouraged to broaden their reading tastes by reading books of all kinds for pleasure. In addition to books found in the library, the Book Nook is a convenient facility for the purchase of paperback books for outside reading.

   b. In writing

      (1) Writing assignments are made according to the ability of students in the class; however, most of the writing is based on the reading or literature being studied.

      (2) We also believe that effective writing may grow out of the thinking that the student does about his own experiences or the experiences of others as revealed to him by discussions, literature, radio, television, movies, newspapers, and his own observation.

      (3) In the tenth grade, after the student has indicated skill in composition techniques through the writing of single descriptive, narrative, and expository paragraphs, he should have a good foundation for writing longer compositions of different kinds and of greater difficulty.

   c. In speaking

   Students are encouraged to develop pride in good speech habits. The aim of this program is to improve both the communication of ideas and the patterns of speech. Students participate in:

(1) informal group discussions

(2) dramatization of plays

(3) poetry reading, individually and in chorus

(4) interpretation of literature through discussion

d. In listening

(1) Since listening is the most widely used of the language arts skills, we try to make students aware of different kinds of listening:

  (a) listening for general impression

  (b) listening for information

  (c) listening for narrative

  (d) listening for main ideas

  (e) listening for various points of view

  (f) critical listening

  (g) creative listening

(2) Specific activities include listening to recordings of plays, short stories, poetry, good radio programs, and tape recordings of students' own reading, speaking, and dramatization. Occasional trips to see good movies or plays also encourage listening to worthwhile performances.

2. How teachers inter-relate the above functions in assignments:

Most of our units in instruction involve all of the language arts: reading, writing, speaking, listening, and thinking.

3. Provisions for word study:

a. In most sections of English, spelling and vocabulary stem from reading and writing lessons. In average and above average classes, disembodied word lists are generally rejected. When students turn in paragraphs, teachers indicate misspelled and misused words. Then the students must take the responsibility for making corrections.

4. Additional services provided for non-readers, retarded readers, and/or slow learners:

Stress in these classes is being placed on phonics, structural analysis, and syllabication. Other skills are developed as students progress.

In spelling, an attempt is made to help students spell the most frequently misspelled words in everyday writing. It is also instilled in them that the study of spelling will help them improve their knowledge of words and their ability to read, write, and speak acceptably.

The program for these students has been planned with a deep consciousness that this is the end of the educational road for many of them. For this reason we aim to inculcate as many writing situations as possible: exposition, description, narration, letter writing, job applications, thank you notes, etc. We aim to develop skill in expression and ease in handling varied problems.

The general objectives of the program for these students may be summarized as follows:

a. To provide a broad language and experience background in preparation for the learning of reading skills

b. To help the students gain skill in the clear, simple and effective uses of English necessary to the everyday intercourse of the school and business world

c. To provide instructional approaches according to students' background in language skills

d. To retain a reading program which is in accordance with students' maturity in reading ability, appreciation and perception of literature

5. Student's use of library facilities

The library is necessary to support the reading program. Teachers turn to the librarian for help in planning many library assignments.

English classes visit the library once every two weeks. Occasionally, books related to special units are brought into the classroom. Students are encouraged to use reference works to look obscure points made in reading, then to report on their findings. Through class visits to the library, students, particularly tenth graders, receive training in library skills.

6. Cultural Enrichment

All teachers recognize the value of constructive activities planned to enrich the overall instructional program. An attempt is made to involve students in the school in as many enriching programs as possible. Assemblies and films based upon literary work and current discussions were conducted in individual classes. Students representing all departments of the school participated in many field trips related to subject matter being studies.

When a teacher plans a special educational tour for his class, he considers many factors:

a. Major orientation of activity

b. Specific purpose - determines students selected to participate

c. Preparation

d. Follow-up activities

Objectives outlined in the ESEA Program of Compensatory Education and the Study Tour Guide, Oakland Public Schools are adhered to in planning activities.

7. Film Festival

A special feature of the Cultural Enrichment Program was the McClymonds Film Festival. The film festival consisted of nine films presented to all students over a 30-day period. The theme of the festival was "Understanding Prejudice." Films shown were "Corral," "Cattle Ranch," "Dream of the Wild Horses," "Do They Really Want Me"? "Run," "Nothing But a Man," "Hangman," "Gone are the Days," and the "Weapons of Gordon Parks." As a preparation for the festival, teachers were provided with a reading list and were asked to encourage students to read any work in the general area of prejudice.

Following each film discussions were conducted in all classes based upon students' reactions to the particular film or films shown that day. This was followed by writing exercises in English classes.

Organization of Other Services

Periodic Departmental meetings have been held throughout the year and have been designed to provide opportunities for teachers to:

1. Exchange ideas, information, techniques and approaches which will improve teaching effectiveness
2. Gain new insights regarding language arts in the high school
3. Review instructional materials
4. Evaluate articles from professional magazines
5. Make recommendations for curriculum changes
6. Relay information gained from attendance at and participation in classes, conferences and workshops
7. Preview new audio-visual equipment

The teaching staff has also participated in various other centrally organized inservice activities which are described in Chapter V, which deals with the general topic of inservice.

All English teachers have used audio-visual equipment in the instructional program. Much of this has been ESEA-provided and includes EDL Controlled Readers, ED Tach-X, Language Master, phonographs, tape recorders, film strip projectors, movie projectors, overhead projectors, and opaque projectors including a strong representative portion of the commercially produced aids; however, many teacher-made materials are also used.

Efforts to augment community involvement through a Citizens Advisory Committee have continued during the current year. Regular meetings have been held once each month in the evening. Members include representatives of neighborhood councils, school alumni, and other interested citizens. The purposes of these advisory committee meetings have been:

1. To help the staff to improve its effectiveness in providing meaningful programs for students.

2. To help inform parents and citizens about the school

3. To help improve the image of the school

4. To help clear up uncertainty about the future of the school

Presentations and discussions have included progress reports regarding the ESEA program made by the T.A.L.D. Information about the program also has been made available to the community through the distribution of the ESEA publication NEW DIRECTIONS. In addition, a community newspaper, The California Voice, publishes news of school events bi-monthly.

The first issue of a quarterly publication, Innovations, was published in January. A second issue was published in April. These booklets of approximately 80 pages review educational activities of the school and discuss plans for future innovations. Contributions are made by all English Department members and occasionally articles by teachers from other departments are included. Included in the first issue were articles on classroom units pertaining to "Macbeth," a short stories approach, and figurative language; discussion of how the plays "Dino" and "Losers Weepers" were used in the classroom; articles concerning the uses of the tape recorder, the preparation of a slang dictionary, and the activities of teacher aides; and several articles written by students. The second issue featured 66 samples of student writing. The articles were based upon two school-wide units: "Search for Awareness" and the Film Festival, "Understanding Prejudice." On the concluding page of each issue of Innovations is a sample of one of the several language and learning games developed during the year: The first issue featured "Spot-A-Word," and the second issue highlighted "Choose-A-Word."

Evaluation Strategies

A. Objective Testing

Four sections of the Junior High Level of the California Achievement Test Battery were scheduled to be administered to all of the project high school students during the week of May 6 to May 10, 1968. Form Y of the CAT was used. Previously, the same four CAT sections were administered to project students (B and C sections students only) as follows:

February 18 - 25, 1966 -- Form X
May 23 - 27, 1966 -- Form W
May 8 - 12, 1967 -- Form X

In each test administration, Reading Vocabulary, Reading Comprehension, Mechanics of English, and Spelling subtests were used. The evaluation design for objective testing provided for the results to be used as follows:

1. Tenth Grade -- Analyze the test scores of May, 1968, as compared to scores of the same students as ESEA junior high as ninth graders, May, 1967 and as eighth graders, February, 1966. This study group represents all sections of the tenth grade.
2. Eleventh Grade -- Analyze the May, 1968, test scores of eleventh grade C-section students as compared with their test scores, May, 1967.
3. Twelfth Grade -- Analyze the May, 1968, test scores of twelfth grade C-section students as compared with their test scores, May, 1967.

It is important to remember that the distribution of test data of the eleventh and twelfth grade does not represent all students of each of these grade levels but represents those youngsters with the greatest remedial problems who comprise the C-sections.

The tenth and eleventh grades scores will also serve as pre-scores for the 1969 evaluation. The twelfth grade scores will serve as a twelfth grade standard. All frequency distributions and all computations of means and standard deviations, were done using raw score data.

B. Grade and Attendance Data

Final report card marks were collected for 100 tenth grade students. This constitutes approximately a 10 percent sample of the tenth grade. These grades reports were compared with the ninth grades of these 100 students. Present analyses are limited to the following final (year) grades:

English - scholarship grades

Science (9th grade) & Social Studies (10th grade) - scholarship grades

Science (9th grade) & Social Studies (10th grade) - citizenship grades

The plan here was to sample changes which may have occurred in class performance and behavior over a one-year period. By using data from "program" classes (English) and "non-involved" classes (science at 9th grade and social studies at 10th grade) it is possible to determine whether patterns or tendencies observed in the ESEA program were also present in another curriculum area.

Additionally, comparison groups were selected for two experimental team-teaching classes. Comparisons were made as follows:

American Literature-U.S. History Team

Total grade point average, 4th quarter attendance figures, and the year's attendance figures were compared with those of a comparison group comprised of three other 11th grade classes similar to the three classes that were fused into the interdisciplinary class -- a college preparatory U.S. History class, a C-section U.S. History class, and a B-section English class.

Twelfth Grade College Preparatory Team

Final grades and year's attendance figures in English and Social Studies (American Government) were compared with those of a comparison group consisting of the other 12th grade college preparatory class.

C. Program Staff Questionnaires

A questionnaire designed to elicit the evaluative opinions and suggestions of program staff was completed by the ten English teachers involved in the ESEA operation. A copy of this questionnaire which covers a variety of aspects of the program operation and student reaction is included as Appendix I-D.

D. Interview of Parents

A random sample of 50 parents of the 1007 students enrolled in October, 1967, was selected to be interviewed. This represents a 5% sampling. Since several students are from families with more than one child involved in the program, the proportion of students' families being represented is probably somewhat larger. The interview schedule was designed to assess the level of parent information about the ESEA program, their attitudes toward the program and the schools in general, and their opinions regarding the "helpfulness" of various program offerings. During the period designated for completion of the interviews, it was possible to contact 46, or 92%, of the interviewees in their homes. A complete description of the interviewing procedures including the use of "indigenous" interviewers is presented in Chapter VI.

E. American Literature - U.S. History Team Evaluation Report

The three teachers who comprised this team produced a final evaluation report consisting of their reactions to the experiment, some student reactions, and some samples of student writing. Reactions of students and teachers will be found in the "Findings" section of this report.

FINDINGS

Results of California Achievement Tests

A summary of the analyses of the results of the California Achievement Test administrations to the tenth grade and to C-sections in grades eleven and twelve will be found in Tables 1 and 2 on the following pages.

It should be noted that the data presented at eleventh and twelfth grades do not represent achievement for the entire student body at these grade levels in the school. These averages generally reflect the achievement score patterns of the lower half of the student body--students most in need of remedial assistance.

Data on Table 1 reveal that the tenth graders were from six months to two years below actual grade placement as 8th graders. C-section students in the 1967-68 11th grade class were approximately four years below grade level at the time they were tested at the end of 10th grade. The descrepancy between actual grade placement and test score performance was somewhat larger for 1967-68 12th grade C-section students when they were tested at the end of 11th grade. These latter two findings underscore the remedial needs of the 11th and 12th grade C-section students.

It will be noted that students in all three study groups made mean raw score gains on all subtests. However, many of the mean score gains were very small in magnitude, especially when they are considered in relationship to the intervals between pre and post testings. Statistical tests of the significant of the differences between pre and post tests means were calculated. These statistics reveal that the 1967-68 10th grade group made statistically significant gains during the period from February 1966 to May 1967 on three of the four subtests. This pattern was not maintained during their 10th grade academic careers.

A one-year study of progress made by the 1967-68 11th grade C-section group reveals that significant score gains were made on the Reading Vocabulary subtest but not on the other three subtests of this battery. None of the mean differences for the 12th grade group over the year's period were found to be statistically significant.

These score gains which may be noted on Table 1 are extracted and summarized in Table 2.

TABLE 1

Means and Standard Deviations of California Achievement Test Scores for 10th Grade Students and 11th and 12th Grade C-Section Students at Mc Clymonds High School 1967-68

Grade	Test Administration Period		Reading Vocabulary		Reading Comprehension		Mechanics of English		Spelling	
			Raw Score	Gr. Eq.	Raw Score	Gr. Eq.	Raw Score	Gr. Eq.	Raw Score	Gr. Eq.
10	Pre Test	N	169	6.6	165	7.0	67	6.9	70	8.0
	(Feb. 1966)	Mean	27.9		38.1		55.6		17.6	
	(8th Grade)	S.D.	10.43		12.58		15.86		6.00	
	Post Test	N	169	7.7	165	7.6	67	7.5	70	8.0
	(May 1967)	Mean	35.1		43.1		64.3		18.2	
	(9th Grade)	S.D.	9.94		13.38		15.72		6.27	
	Post Test	N	169	7.7	165	7.8	67	7.8	70	8.5
	(May 1968)	Mean	35.5		45.5		66.8		19.5	
	(10th Grade)	S.D.	10.12		14.49		15.30		6.30	
11*	Pre Test	N	81	6.8	68	7.0	55	6.9	55	7.0
	(May 1967)	Mean	29.0		37.9		56.8		14.2	
	(10th Grade)	S.D.	8.60		10.2		13.07		5.18	
	Post Test	N	81	7.2	68	7.0	55	6.9	55	7.3
	(May 1968)	Mean	32.0		38.3		57.4		15.3	
	(11th Grade)	S.D.	9.71		12.32		13.23		5.42	
12*	Pre Test	N	79	7.3	67	7.3	79	7.4	78	7.7
	(May 1967)	Mean	32.6		40.7		63.2		16.8	
	(11th Grade)	S.D.	9.51		11.29		14.51		6.71	
	Post Test	N	79	7.5	67	7.7	79	7.5	78	8.0
	(May 1968)	Mean	33.7		43.6		64.3		17.6	
	(12th Grade)	S.D.	8.54		11.76		12.69		6.75	

*It should be noted that the data for grades 11 and 12 are based on C-Section students only.

TABLE 2

Summary of Gains on the California Achievement Test
for Grade 10 and C-Sections in Grades 11 and 12

California Achievement Test	Gains 2/66 - 5/67	Gains 2/66 - 5/68	Gains 5/67 - 5/68		
Grade	10	10	10	11	12
Reading Vocabulary	1.1	1.1	.0	.4	.2
Reading Comprehension	.6	.8	.2	.0	.4
Mechanics of English	.6	.9	.3	.0	.1
Spelling	.0	.5	.5	.3	.3
Number Elapsed School Months	13	23	10		

An examination of Table 2 will reveal that the 10th grade group had made differing gains on the four subtests during the initial 13 month study period. On the average they had progressed approximately 6 months over this time. When growth patterns of the 10th graders are examined over a 23 month period it will be noted that score gains increased by small amounts. The average gain for all four subtests combined is approximately 8 months.

Gains for the 10th, 11th and 12th grade students during the period between May 1967 and May 1968 may be noted in the last three columns of Table 2. During this 10 month period 10th graders made average score gains of 2½ months, 11th graders gained an average of 2 months and 12th graders gained approximately 2½ months.

The foregoing analyses indicate that the students in these target populations have progressed at a rate considerably below average. Further the rates of progress made by the students during their high school careers approximate or were below their rates of growth during the elementary and junior high school years.

Teachers' Grade Results

Mean grades earned by the tenth grade sample in English and Social Science for their ninth-grade year and their tenth-grade year are presented in Table 3.

TABLE 3

Means and Standard Deviations for Final (year)
Teachers' Grades - 10th Grade Study Sample

	English (Academic Grade)		Social Science (Academic Grade)		Social Science (Citizenship Grade)	
	Final (Grade 9)	Final (Grade 10)	Final (Grade 9)	Final (Grade 10)	Final (Grade 9)	Final (Grade 10)
Mean*	1.9	1.7	2.1	1.6	2.7	2.0
S.D.	.99	1.30	.88	1.06	.89	1.42
N	86	86	85	85	52	52

* Numerical equivalents of grades (marks): A=4; B=3; C=2; D=1.

It will be observed that students tended to receive lower grades at the end of tenth grade than they had at the end of ninth grade. While the differences between means for social science for the two years are statistically significant, no significance may be associated with the small drop in average English grades.

It may be concluded that students maintained their grade point averages in the project English classes but dropped significantly in the non-project social science class.

Data are presented in Table 4 below showing the average grades and numbers of times absent in all classes combined for eleventh grade students in the Project "Team" classes and comparison classes.

TABLE 4

Grade and Absence Rate Averages for Eleventh Graders in American Literature--U.S. History Team Classes and Comparison Classes

	Team Classes	Comparison Classes	Critical Ratio
Average Grades			
N	78	78	
Mean	2.16	1.84	2.25
S.D.	.84	.99	$(p < .05)$
Absences - 4th Quarter			
N	78	78	
Mean	8.40	11.17	1.93
S.D.	7.26	10.25	$(p > .05)$
Absences - Year			
N	78	78	
Mean	28.92	36.24	1.68
S.D.	23.02	30.57	$(p > .05)$

The students in the Project "Team" classes tended to receive higher grades in all subjects (C+ compared to C-) and tended to be absent less frequently throughout the day than students attending the same subject-area classes not involved in the "Team" approach. The mean difference in grades is statistically significant. While the differences in mean absences are not statistically significant, they do favor the project participants. The absence rates for both groups are of particular significance. Students in the comparison classes were absent one day in five when all class records are combined. The Team project students were reported absent one day in seven. The general attendance patterns of both groups mean that the majority of students are absent so frequently that they miss from 17 to 20% of the instruction given.

Grade and absence averages for the twelfth grade college preparatory English Team class are compared to those of a comparison group consisting of another twelfth grade college preparatory class in Table 5 on the following page.

TABLE 5

Grade and Absence Rate Averages for 12th Graders in the College Preparatory Team Class and a Comparison Class

	English IV		American Govt.	
	Grades	Absences	Grades	Absences
College Prep Team				
N	22	22	22	22
Mean	2.8	12.6	3.1	14.7
S.D.	.71	8.48	.79	11.35
Comparison Class				
N	30	30	30	30
Mean	2.3	19.2	2.7	20.0
S.D.	.89	11.87	.86	16.04

It will be observed that project team class students tended to receive higher grades and were absent less frequently than students in the comparison class. Differences between the groups are statistically significant for English grades and English absences.

Results of Staff Questionnaire Survey

Each of the ten English Department teachers completed the staff questionnaire. A copy of this questionnaire with complete tabulations of results entered thereon will be found in Appendix I-D.

Four teachers (40%) indicated they worked with another teacher in a "team concept" approach "3 to 5 days per week" (question 1). Two other teachers (20%) indicated they were involved in a team approach "occasionally, on special projects or units." Concerning the effectiveness of the "team concept," one teacher felt it to be "very effective," two "somewhat effective," and three "not effective" (question 2).

Four teachers (40%) reported they used the supplementary ESEA instructional materials extensively (question 3). The other six (60%) indicated they used these materials occasionally. All ten teachers responded "yes" to sub-questions 3a and 3b: "Have quantities been sufficient?" and "Have materials usually been available?" Responses to sub-question 3c, "Overall, how would you rate their effectiveness?" were as follows: "excellent" - 3 (30%), "very good" - 3 (30%), "good" - 4 (40%), and no responses to "fair" or "poor."

Question 4 and its sub-questions inquired as to the extent of use by teachers of the audio-visual equipment. Six teachers (60%) used it extensively, three (30%) used it occasionally, one (10%) used it infrequently, and no one reported not having used it at all. Seven teachers (70%) indicated quantities had been sufficient, while one (10%) said they were not sufficient. Nine teachers (90%) stated the equipment usually was available when needed. In response to the sub-question, "Overall, how would you rate the effectiveness or value of the audio-visual equipment?", four teachers (40%) reported "excellent," four (40%)

"very good," and one (10%) "good."

Nine teachers (90%) requested the services of the ESEA clerk (question 5). When asked how valuable the ESEA clerical services had been (question 6), five (50%) checked "very valuable," four (40%) checked "valuable," and no one checked "of little value" or "of no value."

Teachers were asked to indicate their estimates of the effectiveness of the remedial and corrective program approach in bringing about positive results in learning and attitudes. These results appear in Table 6. Also included in Table 6 are teacher reactions to the same questions for the two previous years of the project.

TABLE 6

Teachers' Estimates of Program Effectiveness
1965-66, 1966-67 and 1967-1968

		Marked Positive Results		Moderate Positive Results		Limited Positive Results		No Results Evident		No Re-sponse		N
	Year	N	%	N	%	N	%	N	%	N	%	
a. Improvement of oral language skills	65-66	1	7	7	47	6	40	1	7	-	-	15
	66-67	1	10	4	40	4	40	1	10	-	-	10
	67-68	1	10	7	70	2	20	-	-	-	-	10
b. Improvement in reading comprehension	65-66	-	-	8	53	5	33	1	7	1	7	15
	66-67	2	20	2	20	6	60	-	-	-	-	10
	67-68	1	10	6	60	3	30	-	-	-	-	10
c. Improvement in word attack skills	65-66	-	-	8	53	4	27	2	13	-	-	15
	66-67	1	10	6	60	3	30	-	-	-	-	10
	67-68	2	20	4	40	3	30	-	-	1	10	10
d. Improvement in written language expression (content)	65-66	4	27	5	33	4	27	1	7	2	13	15
	66-67	-	-	6	60	3	30	1	10	-	-	10
	67-68	4	40	4	40	2	20	-	-	-	-	10
e. Improvement in motivation for learning	65-66	7	47	5	33	3	20	-	-	-	-	15
	66-67	2	20	7	70	-	-	1	10	-	-	10
	67-68	1	10	3	30	6	60	-	-	-	-	10
f. Improved study habits (attitude and mechanics)	65-66	1	7	5	33	5	33	3	20	1	7	15
	66-67	-	-	3	30	4	40	3	30	-	-	10
	67-68	1	10	3	30	6	60	-	-	-	-	10
g. Increased self-confidence	65-66	7	47	6	40	1	7	1	7	-	-	15
	66-67	4	40	4	40	2	20	-	-	-	-	10
	67-68	2	20	7	70	1	10	-	-	-	-	10

In evaluating the 1967-68 language arts program, teachers indicated the most positive results were in "improvement in written language expression (content) and "increased self-confidence." In general, teachers reacted to six of the seven areas evaluated in Table 6 more positively during the 1967-68 school year than in the two previous years. However, reactions to "improvement in motivation for learning" have moved in a negative direction.

Responses to Parent Interview Survey

The schedule of questions included in the parent interview survey cover a variety of areas related to the level of parent information about programs, opinions regarding the helpfulness of the program, changes in student behavior, etc. A complete presentation of the responses of the 46 parents responding to this survey will be found in Chapter VI. Mention will be made here regarding selected items.

Slightly less than one half of the parents (19 - 41.3%) reported that they were familiar with the ESEA program and, therefore, it was not surprising that only 34.8 percent (16) of the parents reported that they had been receiving the ESEA newspaper, *New Directions*.

When queried as to their son's or daughter's progress in reading since September, 1967, about one half (22 - 47.8%) replied "much better."

The other responses were divided among "a little better," "about the same," and "don't know." There were no responses to "a little worse" or "much worse."

Parents generally tended to report improvement in student skills over the year's period and considered rates of progress as satisfactory. Percentages of the more positive response categories were generally rated higher by parents in the 1967-68 survey group than by parents of the previous year's group. Several examples appear below:

"Concerning the amount of material read, would you say he reads:"

"much more now"	1966-67,	22.2%	1967-68,	41.3%
"a little more now"	1966-67,	37.8%	1967-68,	28.3%

"How helpful do you feel the present program of reading instruction is in helping him to improve his reading?"

"very helpful"	1966-67,	28.9%	1967-68,	52.2%
"somewhat helpful"	1966-67,	20.0%	1967-68,	15.2%

"How helpful do you feel the present program of instruction is in helping him to improve his spelling?"

"very helpful"	1966-67,	24.4%	1967-68,	34.8%
"somewhat helpful"	1966-67,	22.2%	1967-68,	30.4%

"As compared to last September, does he talk in general?"

"talks much more now"	1966-67,	15.6%	1967-68,	56.5%

"As compared to last September, does he listen to what others are saying?"

"listens much more now"	1966-67,	26.7%	1967-68,	50.0%

American Literature--U.S. History Team Evaluation

One of the concluding activities of the interdisciplinary team students was an evaluation of the course. Student reactions to six questions concerning the organization of the course appear below:

1. Do you think the large room presentations -- lectures, films, panels--were worthwhile?

   Yes 42 - 84%
   No 8 - 16%

2. Did you like studying a limited area such as education, Vietnam, technology, as opposed to covering broad areas of American literature or American History?

   Yes 31 - 67%
   No 15 - 33%

3. Do you think you have gained as much from this class as you would have had you remained in your old groups?

   Yes 26 - 60%
   No 17 - 40%

4. Did you like being in a mixed classroom--both college and non-college prep students?

   Yes 33 - 87%
   No 5 - 13%

5. Would you suggest that this kind of class be given again--with some changes based on your suggestions and our observations?

   Yes 27 - 75%
   No 9 - 25%

6. Did the small groups (rather than classes of 35) give more students a chance to get involved with "things?"

   Yes 39 - 85%
   No 7 - 15%

The teachers responded to the students' reactions as follows:

"In contrast to what the instructors had observed, the students seemed to enjoy the lecture situation and expressed generally that they heard ideas they had never heard expressed before. The fact that everyone joined freely in the discussions was considered a strength by the students. Some mentioned that the large group situation even made them feel more competitive. A few students expressed dissatisfaction with the large group meetings because by the time things got under way there was not enough time to fully explore the subject for the day.

"Most students liked studying a limited area, but a few of the very brightest students with unlimited drive expressed a concern such as. 'What about the other material we missed?' The individual teachers must be prepared with materials for these students in the future as well as making use of them as second teachers.

"The most controversial question was whether they learned more in this class or in their old class. While a majority said yes, a good number felt they missed out on subject matter. These were almost entirely the students from the college prep group. These students were also those who protested being in a mixed class. 'Some of the non-college prep kids were too disruptive.' Another comment expressed twice was, 'They slowed us down.' While teachers did not observe this, it should certainly be considered.

"One partial solution may be different preparation of college prep students as to their function and role in the new class. They could look at themselves not as better, but having something unique to offer --leadership in particular. They should also be informed that the other students will have much to offer them too! Two college prep students did comment that they enjoyed hearing other opinions which they had not heard expressed in college prep classes. The non-college prep students almost unanimously liked the new grouping. One said, 'I liked to try to outthink them.' Another said he was glad he could show them that non-college prep students 'were smart too!'

"The students were generally most critical of the small groups. Unfortunately, some of the groups had to be combined toward the end of the semester due to a shifting of teaching personnel. This left many students with the feeling that they did not get to complete the area they had originally chosen even though the new grouping tried as often as possible to 'pick up the pieces.' One very bright student was extremely critical and called the course a fiasco. She felt that the traditional subject areas had far more to offer a student--particularly the college bound student. She also commented that the mixed grouping placed too much strain on general students and hindered the progress of the college prep student. However, a good majority of the class liked the program as a whole. 'This you can remember!' 'It is happening now and I want to know about it.' 'I hear a lot of things I never heard before.' 'It made students more independent.' 'We had the opportunity to communicate with the outside world in different fields.' "

At the inception of the course, students were asked to comment "yes" or "no" to the following five questions:

"Do you believe that you personally can do anything about...

1. Vietnam?"

2. music in America?"

3. the world in 2000 AD?"

4. what the schools teach?"

5. whether or not a freeway is built East-West through West Oakland?"

At the conclusion of the course, students were again asked to react to the same five questions. Their responses are presented in Table 7 which presents not only the number and percentages of yes-no responses of the total group, but also indicates how each of the ability level sections -- A, B, and C -- reacted.

TABLE 7

Pre and Post Student Opinion to Five Major Questions

Question	Section	Pre				Post				Percentage Point Difference
		Yes		No		Yes		No		
		N	%	N	%	N	%	N	%	
1. Do you believe that you personally can do anything about Vietnam?	A	4	18	18	82	0	0	12	100	-18
	B	4	19	17	81	0	0	15	100	-19
	C	3	14	18	86	8	42	11	58	+28
	Total	11	17	53	83	8	17	38	83	0
2. Do you believe that you personally can do anything about music in America?	A	12	55	10	45	5	38	8	62	-17
	B	7	33	14	67	4	29	10	71	- 4
	C	12	57	9	43	12	57	9	43	0
	Total	31	48	33	52	21	44	27	56	- 4
3. Do you believe that you personally can do anything about the world in 2000 AD?	A	11	52	10	48	6	55	5	45	+ 3
	B	5	24	16	76	7	50	7	50	+26
	C	11	52	10	48	7	41	10	59	-11
	Total	27	43	36	57	20	48	22	52	+ 5
4. Do you believe that you personally can do anything about what the schools teach?	A	8	36	14	64	8	67	4	33	+31
	B	15	71	6	29	9	69	4	31	- 2
	C	7	33	14	67	11	61	7	39	+28
	Total	30	47	34	53	28	65	15	35	+18
5. Do you believe that you personally can do anything about whether or not a freeway is built East-West through West Oakland?	A	9	41	13	59	4	33	8	67	- 8
	B	9	43	12	57	4	29	10	71	-14
	C	8	42	11	58	9	47	10	53	+ 5
	Total	26	42	36	58	17	38	28	62	- 4

Examination of Table 7 indicates no significant positive shifts of student opinion except as regards the question concerning what the schools teach. The "yes" vote of the total group shifted from the pre-course 47% to the post 65%, a gain of 18%. This gain was chiefly influenced by the high and low ability sections, while the B section reacted similarly both pre and post.

Based upon their experiences while functioning as a team and the reactions of the students, the teachers made the following observations in regard to the strengths and weaknesses of the program:

Strengths

"The value of several educational approaches can be seen or at least hinted at in the English-Social Studies program. The enthusiasm of the students in selecting and following through on one of several subjects of study, we believe, demonstrates the importance of allowing students to have a say in what they are to study and of offering what is relevant to the lives of students. (It also forces teachers to attempt to offer attractive, interesting courses of study.)

"The heterogenous grouping seemed to have a very good effect--particularly in the large lecture section. However, we feel that some 'A' section (college preparatory) students did not profit by being mixed with 'C' section (low ability) students. This is the fault more of lack of teacher planning for varying ability levels within one small group.

"On the positive end, we are thrilled with the influence college prep students had on 'B' and 'C' group students. College prep students did not seem damaged and some were used very effectively as leaders of small and large groups. The 'B' and 'C' group students worked in most cases, far better than they had earlier in the year. (In two cases we observed 'C' group students were 'turned off' because of fears this grouping preserved.)

"The opportunity to take the class on numerous field trips was also extremely influential in truly involving students in a subject. This, along with the fact that they chose their own topics created some of the most active, vital learning we have seen.

"The moving back and forth from large to small groups provided a feeling of variety and life. It was a new experience for the students: one they seemed to enjoy and which seemed to 'shake up' their concept of school as a lock step routine.

"The enthusiastic responses of the students to such speakers as Fritz Pointer, Bill Webster and, especially, Paul Cobb, and the equally enthusiastic scorn for other speakers, underscores the fact that students need and want speakers who can inform them of current opinion and current forces at work in our culture. The commonality that these 'successful' speakers shared was their ability to communicate with the young and the fact that they are actively involved in what they speak of.

"The knowledge that this was a novel course partially created by student's interest and partially by teacher dissatisfaction with existing curriculum made all involved more enthusiastic and made them believe in the usefulness of the five hours they spent at it each week. Some of the small groups may have felt the work was 'easier' than it had been before, but most students seemed to find meaning in their new 'knowledge.'

"The weekly team quizzes were some of the most interesting and fascinating learning experiences planned by the team the entire year. These quizzes provided competition between the small classes. Students got more involved in reading newspapers and improving vocabulary by this method and it should help them to feel more at ease in future taking of vocabulary tests."

Weaknesses

"There were many problems, but they are ones which can be overcome. Facilities and time allowed must be improved. There was too much difficulty in securing the large lecture room and this hindered our flexibility. A room should be available at all times. There is no doubt in our minds that the program should be given a double period. Furthermore, there was too much uncertainty among the students as to what they were getting credit for: English or U.S. History.

"Because of rather sad experiences this year, it would probably be wise not to include student teachers in this program. One is not certain of having them all semester and it is difficult for them to come back to the school for the planning period. As a result they are often unprepared for day to day changes in planning.

"We must be able to obtain books with a greater speed. This was an experimental program--yet we were subject to regular book approval procedures. As a result it took close to two months to obtain the books we needed for the particular limited areas in which the students were working--areas for which the school had few resources.

"By far, the most crucial change that must be made is the pre-planning time allowed for such a program. A summer, at least, is needed. We had one month, some of the team, two weeks. The result of this was the most serious problem of the program: lining up speakers and coordinating student activities with speakers. The program could be excellent with more solid planning of activities, course content and objectives, materials secured before the course begins.

"It would seem that it would be more stimulating for the students if the small groups were changed every month or so. They remained in the same groups all semester and this was too long. Original plans had provided for a change of groups at mid-semester. This plan was abandoned as all the teachers felt they needed more time for the work of the first groups. What we have to develop here is very difficult, but not impossible! Units of three weeks or a month, coordination with large lectures and enough flexibility to allow for students ideas and planning. We feel one solution would be to have the speakers lined up well in advance and develop plans around them.

"By comparison to most courses offered in the high school curriculum, this one certainly merits additional opportunities to test its value.

"On the whole we feel the program was of value for the students. After initial feelings of insecurity, most of them seemed to enjoy the variety of experiences and particularly the idea that they were studying life as it is happening around them--not as it happened before them or apart from them.

"Probably the greatest value though has come in the lessons the semester has given us in terms of what it may be possible to do and how to do it. We have finally made the jump and we see all kinds of directions we can go. In addition to the U.S. History and Literature combination we would like to see one devoted to vocations and communications."

Writing Skills

The literary magazine, Flamingo, has been published during the spring of each year of the ESEA program. Examination of the three issues supports the contention that the interest in writing of the ESEA high school students is consistently increasing. Table 8 indicates the growth of the magazine both in size and in the number of student contributors.

TABLE 8

Growth of the Magazine, Flamingo

	1966	1967	1968
Student Contributors	66	74	86
Articles	38	50	154
Pages	52	56	84

It is important to note that the magazine contributors represent a cross-section of the student body and reflect the writing talents of the various ability levels at 10th, 11th, and 12th grades. Many of the students whose work was published in the 1968 Flamingo also had samples of their literary work in the Innovations and the Final Evaluation of the American Literature-U.S. History Team report. A total of 168 students (student body approximately 1,000) had one or more articles published in Flamingo, Innovations, and/or Final Evaluation.

SUMMARY AND DISCUSSION

Data relating to the test score performance of a cross-section tenth grade students and C-section students in grades eleven and twelve indicate that no progress has been made in improving rates of student progress over the rates observed prior to participation in the project. The facts that testing was done this year at a time when both student and teacher morale were low because of disturbing news events and that there was a particularly high rate of student absenteeism during the testing period may have contributed to these findings. However, it will be noted, in preceding sections, that this year's program has had a diversity of operational objectives. The acquisition of precise skills in punctuation, spelling, and other areas sampled by the CAT tests has not been the central focus of many of the program activities.

It also must be remembered that testing data herein reported on the 11th and 12th grade levels are not representative of the student body as a whole but are indicative of the levels of performance of the more severely remedial C-section students.

It appears that positive strides are being made in the area of creative writing. Prior to the ESEA project, there was no school literary publication. Class size in English classes was such that teachers had little opportunity to do a thorough job with any student writing unit. The reduction of class size, the help of the TALD, the instructional clerk and the teacher aides, the teamwork of the team teachers, and the influences, talents and motivation generated by the demonstration teacher during the previous two years of the project have resulted in a gradual increase in and improvement in quality of student writing. The fact that nearly 20 percent of the students composed publishable essays, stories, plays and poems is an indicator that students are thinking and are putting their thoughts into written expression.

Several interesting team-teaching experiments were attempted, the most ambitious being the literature-history interdisciplinary grouping. Members of the team plus other English and social studies followed the development and results of this course carefully. As a result, one and possibly two new interdisciplinary teams are scheduled for the 1968-69 school year. While teachers of the 1967-68 team recognized many shortcomings of the experiment, much has been learned that may result in better team efforts for future years.

One of the greatest needs is adequate planning time. The Pre-Tech English class suffered partially because the English teachers had little opportunity to meet and plan with industrial arts and salesmanship teachers.

Student reaction to heterogeneous grouping practices used in the team programs were predominately positive. Grade and attendance patterns of team program participants were observed to be somewhat better than those for comparison groups; in several instances between-group differences were statistically significant.

Notable upward shifts were noted in teacher and parent opinions of the program activities and the impact of the program on student motivation and performance.

CONCLUSION

While some of the objective and subjective data presented in this report reflect gains in program effectiveness in the current year's operation, the achievement test data for all three grade levels reflect the magnitude of the extensive remedial needs which are yet to be met.

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EVALUATION OF ELEMENTARY SCHOOL REMEDIAL READING PROJECT

INTRODUCTION

The major focus of the ESEA Elementary School Remedial and Corrective Language Arts Project was upon the improvement of the reading and the language arts skills of Oakland Target Area public and parochial elementary school pupils. The emphasis of the remedial reading aspect of the program was in two areas: (1) the teaching of non-readers to read; and (2) the improvement of the reading skills of pupils reading below their grade-level.

PROCEDURE

Subjects

Elementary school pupils enrolled in remedial reading classes at Target Area ESEA public schools, ESEA parochial schools, and Integration Model public schools met one or both of the following criteria:

1. The pupil had been served by the Remedial and Corrective Language Arts Project during the spring 1967 project - period and had demonstrated further need and desire for assistance in reading.
2. The pupil was enrolled in grade two to six of an ESEA or an Integration Model public school; or in grade three to eight of a parochial school, and had demonstrated a need for remedial reading service to his classroom teacher, his principals and/or a remedial reading teacher (need was defined as a performance on standardized tests or on classroom assignments at a level which was two or more years below his grade status).

To assist the remedial reading teachers in making their recommendations concerning which children appeared to be in most need of help, an informal screening test (usually having the child read in a graded basal reading series) was often administered.

The number of public and parochial school children receiving remedial reading services during the 1967-68 ESEA Title I Project are presented in Table 1.

TABLE 1

Number of Public and Parochial School Children Receiving Remedial Reading Services During the 1967-68 ESEA Title I Project Year

School	Grade Level														Total
	2		3		4		5		6		7		8		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Public	17	2.6	241	37.1	267	41.1	63	9.7	61	9.4	-	-	-	-	649
Parochial	11	3.9	70	25.1	69	24.7	62	22.2	44	15.8	15	5.4	8	2.9	279
Total	28	3.0	311	33.5	336	36.2	125	13.5	105	11.3	15	.16	8	.9	928

Program Description

One half-time and seventeen full-time remedial reading teachers served the eleven ESEA public schools, the seven ESEA parochial schools, and the seven Integration Model schools. The salary of one of the seventeen full-time teachers was paid by the Oakland Public Schools and the salaries of the remainder of the teachers were paid by ESEA Project funds.

Each remedial reading teacher served approximately six to ten pupils during instructional sessions which ranged from approximately 30 to 50 minutes per class period. An attempt was made at each school to schedule pupils having similar skill deficiencies for the same remedial session, thereby allowing the remedial reading teacher to focus her instruction on problems common to the group, as well as, to provide needed individual assistance.

Varied materials and instructional methods were employed by the remedial reading teachers and continued efforts were made to use reading materials the students had not previously seen.

Evaluation Instruments

Standardized Tests: The general pattern of standardized testing for the remedial reading program is illustrated in Table 2.

TABLE 2

Standardized Tests Administered in the 1967-68
Remedial Reading Program

Grade	Test	Pre Test			Post Test		
		Level	Form	Date*	Level	Form	Date
2	Stanford Word Reading Paragraph Meaning	Prim I	W	May '67	Prim II	W	May '68
3	Stanford Word Meaning Paragraph Meaning	Prim II	W	May '67	Prim II	X	May '68
4	Stanford Word Meaning Paragraph Meaning	Prim II	Y	May '67	Int II	W	May '68
6	Stanford Word Meaning Paragraph Meaning	Int II	W	Oct '67	Int II	X	May '68
7-8	Stanford Word Meaning Paragraph Meaning	Int II	W	Oct '67	Int II	X	May '68

* Since spring 1967 pre-test results were unavailable for the parochial school pupils, it was necessary to administer the pre-test to them in October, 1967.

Subjective Data: Opinions of staff members and parents pertaining to the overall effects of the remedial reading service were collected by means of questionnaires completed in May, 1967, by ESEA and Integration Model elementary school administrators, classroom teachers, remedial reading teachers, and parents. These questionnaires, with response-totals and percentages, will be found in Appendix I-B. An additional post-rating schedule was developed for use by the classroom and remedial reading teachers to rate the same child in a number of behavioral areas judged to be relevant to reading skill development. See Appendix I-B-1 for a sample of this rating schedule. Sections of the staff questionnaires related to the remedial reading program and to the post-rating results have been extracted for use in the analyses included in the FINDINGS section of this report.

Evaluation Strategies

Objective Test Data: Means, standard deviations, grade level equivalents, and pre-post grade-equivalent differences were computed for all data far which pre-post test results were available.

Gains or losses in vocabulary and reading skill development over the project year, as assessed by the Stanford Reading Survey were evaluated by means of the non-parametric Wilcoxon Signed-Rank test for paired data, which was utilized for the pre-post comparisons.

Subjective Data: Responses to the questionnaires and rating schedules were tallied and totals obtained. Percentages were computed and are reported in the FINDINGS section of this report. The original rating categories for both the questionnaires and the rating schedules were condensed to facilitate summarization of the data.

FINDINGS

Achievement Test Results

The summary-statistics and test of significance of the gains or losses sustained by participants in the public and the parochial elementary school remedial reading programs are presented in Tables 3 and 4.

It will be observed from the data presented in Table 3 that significant pre-post gains were registered by all grade levels of the public school remedial reading participants. The mean grade equivalent growth over the project-period ranges from four months to a year and one month for these children. It will also be observed from the pre-test grade equivalent scores that, because of considerable retardation in reading skills, these pupils had been unable to maintain month-per-month growth in reading skill development prior to their involvement in the remedial reading program. However, it is interesting to note that although not all pupils were able to achieve month-per-month growth during the 1967-68 program-period, the second and sixth grade public school remedial reading pupils achieved month-per-month growth for the Word Meaning sub-test.

TABLE 3

Summary of Achievement Test Results for Oakland Public Schools
ESEA Remedial Reading Participants

Grade	Standardized Test Administered		Test Date		N	Pre			Post			Pre-Post Gr.Eq. Mean Difference	Wilcoxson Signed Rank Test of Significance for Paired Data		
	Test	Level	Pre	Post		Mean	Std. Dev.	Mean Gr. Eq.	Mean	Std. Dev.	Mean Gr. Eq.		T or Z	P	Inference
2	Stan. Wd.	Prim.I Pre	5/67	5/68	14	12.6	4.9	1.4	13.9	5.5	2.5	1.1	- 1.00	<.01	Sig. Pre-Post Gain
	Stan. Para.	Prim.II Post	5/67	5/68	14	12.4	3.7	1.6	17.6	9.9	2.0	.4	- 2.50	<.01	Sig. Pre-Post Gain
3	Stan. Wd.	Prim.II	5/67	5/68	192	10.3	5.0	1.9	16.6	6.9	2.7	.8	- 10.04	<.01	Sig. Pre-Post Gain
	Stan. Para.	Prim.II	5/67	5/68	192	15.2	7.8	1.9	27.2	11.3	2.6	.7	- 11.00	<.01	Sig. Pre-Post Gain
4	Stan. Wd.	Prim.II Pre	5/67	5/68	229	16.0	5.8	2.7	12.1	6.6	3.5	.8	- 11.97	<.01	Sig. Pre-Post Gain
	Stan. Para.	Int. I Post	5/67	5/68	226	25.7	9.8	2.6	20.1	8.3	3.2	.6	- 11.12	<.01	Sig. Pre-Post Gain
6	Stan. Wd.	Int. II	10/67	5/68	48	12.4	5.5	4.0	17.8	7.9	4.9	.9	- 4.62	<.01	Sig. Pre-Post Gain
	Stan. Para.	Int. II	10/67	5/68	47	19.4	7.3	4.1	23.3	10.1	4.6	.5	- 3.74	<.01	Sig. Pre-Post Gain

Examination of Table 4 will reveal that statistically significant pre-post gains were made by all grade levels of parochial school remedial reading pupils for both sub-tests of the Stanford Reading Test. The mean grade equivalent growth over the project-period ranged from seven months to one year and two months. It is again apparent from the pre-test grade equivalent scores that the parochial school remedial reading pupils, like the public school remedial reading pupils, had been far from maintaining a month-per-month growth rate prior to their involvement in the remedial reading program. Although month-per-month growth during the project period is not evident for all parochial school pupils, it is encouraging to observe that fifth, seventh, and eighth grade pupils evidenced month-per-month growth for both the Word Meaning sub-test and the Paragraph Meaning sub-test; and that third, fourth, and sixth grade pupils evidenced month-per-month growth for the Paragraph and Meaning sub-test.

TABLE 4

Summary of Achievement Test Results for Parochial School ESEA
Remedial Reading Participants

Grade	Standardized Test Administered		Test Date		N	Pre		Post		Pre-Post Gr.Eq. Mean Difference	Wilcoxson Signed Rank Test of Significance for Paired Data=T		
	Test	Level	Pre	Post		Mean Gr.Eq.	Std. Dev.	Mean Gr.Eq.	Std. Dev.		T or Z	P	Inference
3	Stan. Wd.	Prim.II	10/67	5/68	62	2.0	.5	2.8	.8	.8	- 6.51	<.01	Sig. Pre-Post Gain
	Stan. Para.	Prim.II	10/67	5/68	62	1.9	.6	2.8	.8	.9	- 6.75	<.01	Sig. Pre-Post Gain
4	Stan. Wd.	Prim.II Pre	10/67	5/68	65	3.0	.9	3.8	1.0	.8	- 6.47	<.01	Sig. Pre-Post Gain
	Stan. Para.	Int. I Post	10/67	5/68	65	2.7	.7	3.6	1.0	.9	- 6.49	<.01	Sig. Pre-Post Gain
5	Stan. Wd.	Int. I	10/67	5/68	34	3.7	.9	4.9	1.3	1.2	- 4.89	<.01	Sig. Pre-Post Gain
	Stan. Para.	Int. I	10/67	5/68	34	3.5	.9	4.5	1.2	1.0	- 4.48	<.01	Sig. Pre-Post Gain
6	Stan. Wd.	Int. II	10/67	5/68	29	4.6	1.0	5.3	1.1	.7	- 3.56	<.01	Sig. Pre-Post Gain
	Stan. Para.	Int. II	10/67	5/68	29	4.1	.7	5.1	.9	1.0	- 4.01	<.01	Sig. Pre-Post Gain
7&8	Stan. Wd.	Int. II	10/67	5/68	12	4.9	1.2	6.1	1.1	1.2	- 0.00	<.01	Sig. Pre-Post Gain
	Stan. Para.	Int. II	10/67	5/68	12	4.6	.9	5.8	.8	1.2	- 3.00	<.01	Sig. Pre-Post Gain

Teacher Rating Results

Classroom and remedial reading teachers from ESEA public and parochial schools and from Integration Model schools provided ratings of the improvement in reading skills demonstrated by remedial reading pupils during the 1967-68 school year. Tables 5 through 11 present the numbers and the percentages of the teacher ratings.

Third and Fourth Grade Pupils: Table 5 provides data pertaining to the third and the fourth grade pupils enrolled in remedial reading workshop classes at ESEA public schools. It indicates that classroom teachers and remedial reading teachers were highly positive in their evaluations of the amount of improvement in reading demonstrated by ESEA public school third and fourth grade pupils. Classroom teachers provided no ratings which fell below 55.9% for the "Some/Marked Improvement" category and remedial reading teachers provided ratings for only two areas of reading skills which fell below the 50% level of the "Some/Marked Improvement" category. The highest percentage of positive ratings given by the two groups of teachers were for the categories Skill at Word Recognition and Skill at Word Meaning. The highest percentage of "Little Improvement/No Improvement" ratings given by the classroom and remedial reading teachers was for Reading for Critical Evaluation. A percentage of 34.5 of the classroom teachers and a percentage of 38.0 of the remedial reading teachers provided negative evaluations of the improvement made by ESEA third and fourth grade pupils in this latter area.

TABLE 5

NUMBERS AND PERCENTAGES OF ESEA TARGET AREA PUBLIC SCHOOL CLASSROOM TEACHER AND REMEDIAL READING TEACHER RATINGS OF IMPROVEMENT IN READING SKILLS OF GRADE 3 AND 4 REMEDIAL READING PUPILS

STUDENTS READING SKILL AREA RATED:	SHOWN LITTLE/NO IMPROVEMENT				SHOWN SOME/MARKED IMPROVEMENT				NOT OBSERVED/DOES NOT APPLY			
	CLASSROOM TEACHER		REM. READING TEACHER		CLASSROOM TEACHER		REM. READING TEACHER		CLASSROOM TEACHER		REM. READING TEACHER	
	N	%	N	%	N	%	N	%	N	%	N	%
1. UTILIZATION OF A VARIETY OF WORD ATTACK SKILLS HAS	61	16.3	56	15.0	298	79.7	317	84.8	15	4.0	1	0.3
2. SKILL AT WORD RECOGNITION HAS	45	12.0	49	13.1	318	85.0	324	86.6	11	2.9	1	0.3
3. UNDERSTANDING OF WORD MEANING HAS	61	16.3	48	12.8	305	81.6	325	86.9	8	2.1	1	0.3
4. COMPREHENSION OF WHAT HE READS HAS	58	15.5	44	11.8	305	81.6	329	88.0	11	2.9	1	0.3
5. SKILL AT READING INDEPENDENTLY HAS	76	20.3	70	18.7	282	75.4	297	79.4	16	4.3	7	1.9
6. USE OF TIME PROVIDED FOR VOLUNTARY READING HAS	94	25.1	97	25.9	260	69.5	199	53.2	20	5.3	78	20.9
7. SKILL IN READING FOR A VARIETY OF PURPOSES SUCH AS –												
A. READING FOR APPRECIATION HAS	101	27.0	113	30.2	243	65.0	256	68.4	30	8.0	5	1.3
B. READING TO LOCATE INFORMATION HAS	99	26.5	62	16.6	257	68.7	309	82.6	18	4.8	3	0.8
C. READING TO IDENTIFY MAIN IDEAS HAS	105	28.1	84	22.5	249	66.6	286	76.5	20	5.3	4	1.1
D. READING FOR CRITICAL EVALUATION HAS	129	34.5	142	38.0	209	55.9	183	48.9	36	9.6	49	13.1
8. DESIRE TO LEARN TO READ HAS	58	15.5	45	12.0	284	75.9	322	86.1	32	8.6	7	1.8
9. INTEREST IN RECREATIONAL READING HAS	81	21.7	77	20.6	267	71.4	221	59.1	26	7.0	76	20.3
10. GENERAL ATTITUDE TOWARD SCHOOL HAS	68	18.2	59	15.8	249	66.6	269	71.9	57	15.2	46	12.3
11. INTEREST IN USING THE SCHOOL LIBRARY HAS	79	21.1	57	15.2	268	71.7	165	44.1	27	7.2	152	40.6
12. CONFIDENCE IN READING HAS	59	15.8	41	11.0	300	80.2	330	88.2	15	4.0	3	0.8

Table 6 reflects rating data for the third and the fourth grade Integration Model remedial reading pupils. It indicates generally positive evaluations of the program which include a range of 31.7% to 75.0% for the "Some/Marked Improvement" category of ratings by classroom teachers and a range of 18.3% to 76.0% for the "Some/Marked Improvement" category of ratings by remedial reading teachers. The highest percentage of positive ratings by Integration Model classroom teachers was provided for Skill at Word Recognition, and the lowest for Reading for Critical Evaluation. Remedial reading teachers provided the highest percentage of "Some/Marked Improvement" ratings for Desire to Learn to Read (75.0%) and Skill at Word Recognition (74.0%). The highest percentage of negative evaluations provided by both groups of teachers were for the categories Reading for Critical Information and Reading to Locate Information. A percentage of 54.8 of the remedial reading teachers and 41.3 of the classroom teachers indicated that Integration Model third and fourth grade pupils had shown "little or No Improvement" in Reading to Identify Main Ideas.

Table 7 indicates that parochial school classroom teachers and remedial reading teachers generally evaluated favorably the improvement in reading skills demonstrated by third and fourth grade pupils. The percentage of "Some/Marked Improvement" ratings provided by classroom teachers included a range of 57.9% to 86.3%. The percentage of "Some/Marked Improvement" ratings provided by remedial reading teachers included a range of 49.5% to 88.4%. Classroom teachers provided the highest percentage of favorable ratings for Utilizing a Variety of Word Attack Skills and for Skill at Word Recognition. Remedial reading teachers provided the highest percentage of favorable ratings for Skill at Word Recognition and Comprehension of What He Reads. A percentage of 30.5 classroom teachers provided negative evaluations of the amount of improvement demonstrated by Target Area parochial school pupils in Reading to Locate Information and in Reading to Identify Main Ideas. A percentage of 32.6 of the remedial reading teachers provided negative evaluations of the amount of improvement demonstrated by the third and fourth grade parochial school pupils in Reading for Critical Evaluation.

Fifth and Sixth Grade Pupils: Table 8, which provides teacher rating data pertaining to Target Area public school fifth and sixth grade remedial reading pupils, reflects generally positive evaluations of the improvement of various reading skills of the pupils during the 1967-68 school year. Positive evaluations by classroom teachers of the amount of improvement demonstrated by the pupils ranged from 60.0% to 90.0%. Skill at Word Recognition was the reading skill for which the highest percentage of classroom teachers observed an improvement among the fifth and sixth grade pupils. Use of Time Provided for Voluntary Reading was the reading skill for which the highest percentage of classroom teachers (30.0%) observed "Little or No Improvement" among the pupils. The highest percentage of remedial reading teachers to observe improvement in a specific reading skill by fifth and sixth grade pupils indicated "Some/Marked Improvement" ratings for Skill at Word Recognition (88.3%), and the highest percentage of remedial reading teacher "Little or No Improvement" ratings was provided for Reading for Critical Evaluation. Positive evaluations by remedial reading teachers of the improvement demonstrated by public school fifth and sixth grade remedial reading pupils ranged from 46.7% for Interest in Recreational Reading to 88.3% for Skill at Word Recognition.

TABLE 6

NUMBERS AND PERCENTAGES OF INTEGRATION MODEL SCHOOL CLASSROOM TEACHER AND REMEDIAL READING TEACHER RATINGS OF IMPROVEMENT IN READING SKILLS OF GRADE 3 AND 4 REMEDIAL READING PUPILS

STUDENT'S READING SKILL AREA RATED:	SHOWN LITTLE/NO IMPROVEMENT				SHOWN SOME/MARKED IMPROVEMENT				NOT OBSERVED/DOES NOT APPLY			
	CLASSROOM TEACHER		REM. READING TEACHER		CLASSROOM TEACHER		REM. READING TEACHER		CLASSROOM TEACHER		REM. READING TEACHER	
	N	%	N	%	N	%	N	%	N	%	N	%
1. UTILIZATION OF A VARIETY OF WORD ATTACK SKILLS HAS	23	22.1	27	26.0	75	72.1	70	67.3	6	5.8	7	6.7
2. SKILL AT WORD RECOGNITION HAS	21	20.2	20	19.2	77	74.0	77	74.0	6	5.8	7	6.7
3. UNDERSTANDING OF WORD MEANING HAS	28	26.9	21	20.2	68	65.4	76	73.1	8	7.7	7	6.7
4. COMPREHENSION OF WHAT HE READS HAS	20	19.2	23	22.1	74	71.1	74	71.1	10	9.6	7	6.7
5. SKILL AT READING INDEPENDENTLY HAS	33	31.7	32	30.8	65	62.5	65	62.5	6	5.8	7	6.7
6. USE OF TIME PROVIDED FOR VOLUNTARY READING HAS	43	41.3	27	26.0	55	52.9	42	40.4	6	5.8	35	33.6
7. SKILL IN READING FOR A VARIETY OF PURPOSES SUCH AS –												
A. READING FOR APPRECIATION HAS	41	39.4	34	32.7	50	48.1	62	59.6	13	12.6	8	7.7
B. READING TO LOCATE INFORMATION HAS	55	52.9	45	43.3	42	40.4	52	50.0	7	6.7	7	6.7
C. READING TO IDENTIFY MAIN IDEAS HAS	43	41.3	57	54.8	55	52.9	40	38.5	6	5.8	7	6.7
D. READING FOR CRITICAL EVALUATION HAS	50	48.1	56	53.8	33	31.7	27	26.0	21	20.2	21	20.2
8. DESIRE TO LEARN TO READ HAS	23	22.1	16	15.4	66	63.5	78	75.0	15	14.4	10	9.6
9. INTEREST IN RECREATIONAL READING HAS	36	34.6	26	25.0	61	58.7	70	67.3	7	6.7	8	7.7
10. GENERAL ATTITUDE TOWARD SCHOOL HAS	22	21.2	16	15.4	67	64.4	63	60.6	15	14.4	25	24.0
11. INTEREST IN USING THE SCHOOL LIBRARY HAS	31	29.8	10	9.6	67	64.4	19	18.3	6	5.8	75	72.1
12. CONFIDENCE IN READING HAS	25	24.0	18	17.3	73	70.2	79	76.0	6	5.8	7	6.7

TABLE 7

NUMBERS AND PERCENTAGES OF ESEA TARGET AREA PAROCHIAL SCHOOL CLASSROOM TEACHER AND REMEDIAL READING TEACHER RATINGS OF IMPROVEMENT IN READING SKILLS OF GRADE 3 AND 4 REMEDIAL READING PUPILS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	11	11.6	14	14.7	82	86.3	79	83.2	2	2.1	2	2.1
2. Skill at word recognition has	13	13.7	9	9.5	80	84.2	84	88.4	2	2.1	2	2.1
3. Understanding of word meaning has	14	14.7	11	11.6	76	80.0	82	86.3	5	5.4	2	2.1
4. Comprehension of what he reads has	17	17.9	10	10.5	75	78.9	83	87.4	3	3.2	2	2.1
5. Skill at reading independently has	21	22.1	18	18.9	69	72.6	74	77.9	5	5.3	3	3.2
6. Use of time provided for voluntary reading has	26	27.4	27	28.4	64	67.4	62	65.3	5	5.3	6	6.3
7. Skill in reading for a variety of purposes such as – A. Reading for appreciation has	25	26.3	23	24.2	61	64.2	69	72.6	9	9.5	3	3.2
B. Reading to locate information has	29	30.5	13	13.7	59	62.1	76	80.0	7	7.5	6	6.3
C. Reading to identify main ideas has	29	30.5	24	25.3	56	58.9	68	71.6	10	10.6	3	3.2
D. Reading for critical evaluation has	21	22.1	31	32.6	48	50.5	50	52.6	26	27.4	14	14.7
8. Desire to learn to read has	16	16.8	14	14.7	73	76.8	78	82.1	6	6.4	3	3.2
9. Interest in recreational reading has	19	20.0	27	28.4	69	72.6	65	68.4	7	7.4	3	3.2
10. General attitude toward school has	17	17.9	15	15.8	73	76.8	76	80.0	5	5.3	4	4.3
11. Interest in using the school library has	14	14.7	14	14.7	55	57.9	47	49.5	26	27.4	34	35.8
12. Confidence in reading has	14	14.7	12	12.6	77	81.1	80	84.2	4	4.2	3	3.2

TABLE 8

NUMBERS AND PERCENTAGES OF ESEA TARGET AREA PUBLIC SCHOOL CLASSROOM TEACHER AND REMEDIAL READING TEACHER RATINGS OF IMPROVEMENT IN READING SKILLS GRADE 5 AND GRADE 6 REMEDIAL READING PUPILS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	10	16.7	9	15.0	50	83.3	51	85.0				
2. Skill at word recognition has	6	10.0	7	11.7	54	90.0	53	88.3				
3. Understanding of word meaning has	11	18.3	10	16.7	47	78.3	50	83.3	2	3.3		
4. Comprehension of what he reads has	13	21.7	11	18.3	45	75.0	49	81.7	2	3.3		
5. Skill at reading independently has	14	23.3	14	23.3	44	73.3	46	76.7	2	3.3		
6. Use of time provided for voluntary reading has	18	30.0	22	36.7	38	63.3	25	41.7	2	3.3	13	21.7
7. Skill in reading for a variety of purposes such as – A. Reading for appreciation has	15	25.0	18	30.0	37	61.7	42	70.0	8	13.3		
B. Reading to locate information has	12	20.0	11	18.3	46	76.7	49	81.7	2	3.3		
C. Reading to identify main ideas has	16	26.7	20	33.3	39	65.0	40	66.7	5	8.3		
D. Reading for critical evaluation has	16	26.7	37	61.7	36	60.0	23	38.3	8	13.3		
8. Desire to learn to read has	9	15.0	9	15.0	45	75.0	50	83.3	6	10.0	1	1.7
9. Interest in recreational reading has	17	28.3	19	31.7	41	68.3	28	46.7	2	3.3	13	21.7
10. General attitude toward school has	12	20.0	11	18.3	43	71.7	47	78.3	5	8.3	2	3.3
11. Interest in using the school library has	15	25.0	13	21.7	44	73.3	31	51.7	1	1.7	16	26.7
12. Confidence in reading has	12	20.0	9	15.0	47	78.3	51	85.0	1	1.7		

Table 9 provides a summary of the teacher ratings of improvement in reading skills by Integration Model fifth and sixth grade pupils. The number of favorable evaluations provided by classroom teachers ranged from 39.1% to 80.4% and by remedial reading teachers from 26.1% to 82.6%. The highest percentage of "Some/Marked Improvement" ratings made by classroom teachers was for Understanding of Word Meaning and by remedial reading teachers for Comprehension of What He Reads. The highest percentage of "Little/No Improvement" ratings by classroom teachers (47.8%) was for the skill Reading for Critical Evaluation, and the highest percentage of "Little/No Improvement" ratings provided by remedial reading teachers (71.7%) was also for the latter reading skill.

Tables 10 and 11 reflect teacher ratings of the amount of improvement in reading skills demonstrated by fifth, sixth, seventh, and eighth grade Target Area ESEA parochial school pupils.

Table 10 indicates that more than 50.0% of the parochial school classroom teachers and remedial reading teachers provided "Some/Marked Improvement" ratings for the amount of improvement demonstrated by fifth and sixth grade pupils in 14 of 15 categories of reading skills evaluated. A percentage of 47.0 classroom teachers and a percentage of 31.3 remedial reading teachers provided "Some/Marked Improvement" ratings for the remaining category, Interest in Using the School Library. The highest percentages of "Little/No Improvement" ratings given by the classroom teachers for improvement in reading skills by fifth and sixth grade parochial school pupils were for the categories, Interest in Recreational Reading (39.8%) and Reading for Critical Evaluation (37.3%). The highest percentage of negative ratings of the latter type provided by remedial reading teachers were for Reading for Critical Evaluation (27.7%) and Interest in Recreational Reading (31.3%).

The highest percentage of positive evaluations of improvement in reading skills (86.7%) provided by remedial reading teachers was for the category General Attitude Toward School.

Table 11 provides data reflecting the ratings by parochial school classroom teachers and remedial reading teachers of the improvement in reading skills achieved by 12 seventh and eighth grade remedial reading pupils. The data is parallel to other rating data for parochial school pupils in that both groups of teachers were enthusiastic in their evaluations of the amount of improvement in reading skills demonstrated by the pupils. Positive evaluations of the improvement demonstrated range from 33.3% to 100.0% for classroom teachers and 8.3% to 100.0% for remedial reading teachers. One hundred percent of the classroom teachers indicated "Some/Marked Improvement" ratings for Skill at Word Recognition, Reading to Locate Information, Desire to Learn to Read, Interest in Recreational Reading, and General Attitude Toward School. One hundred percent of the remedial reading teachers indicated "Some/Marked Improvement" ratings for General Attitude Toward School and Confidence in Reading. An overwhelming percentage of 66.7% of the classroom teachers and 50.0% of the remedial reading teachers indicated that Interest in the Library was a skill they had not been able to observe or that they felt did not apply to the assessment of improvement in reading by seventh and eighth grade remedial reading pupils.

TABLE 9

NUMBERS AND PERCENTAGES OF INTEGRATION MODEL SCHOOL CLASSROOM TEACHER AND REMEDIAL READING TEACHER RATINGS OF IMPROVEMENT IN READING SKILLS OF GRADE 5 AND GRADE 6 REMEDIAL READING PUPILS

STUDENT'S READING SKILL AREA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	8	17.4	13	28.3	34	73.9	32	69.6	4	8.7	1	2.2
2. Skill at word recognition has	9	19.6	10	21.7	34	73.9	35	76.1	3	6.5	1	2.2
3. Understanding of word meaning has	6	13.0	13	28.3	37	80.4	32	69.6	3	6.5	1	2.2
4. Comprehension of what he reads has	5	10.9	7	15.2	36	78.3	38	82.6	5	10.9	1	2.2
5. Skill at reading independently has	14	30.4	13	28.3	28	60.9	32	69.6	4	8.7	1	2.2
6. Use of time provided for voluntary reading has	18	39.1	9	19.6	25	54.3	24	52.2	3	6.5	13	28.3
7. Skill in reading for a variety of purposes such as												
A. Reading for appreciation has	12	26.1	14	30.4	30	65.2	31	67.4	4	8.7	1	2.2
B. Reading to locate information has	12	26.1	15	32.6	29	63.0	29	63.0	5	10.9	2	4.4
C. Reading to identify main ideas has	13	28.3	19	41.3	28	60.4	26	56.5	5	10.9	1	2.2
D. Reading for critical evaluation has	22	47.8	33	71.7	18	39.1	12	26.1	6	12.9	1	2.2
8. Desire to learn to read has	7	15.2	10	21.7	36	78.3	34	73.9	3	6.5	2	4.4
9. Interest in recreational reading has	14	30.4	12	26.1	27	58.7	33	71.7	5	10.8	1	2.2
10. General attitude toward school has	9	19.6	11	23.9	32	69.6	29	63.0	5	10.8	6	13.1
11. Interest in using the school library has	14	30.4	4	8.7	27	58.7	14	30.4	5	10.8	28	60.9
12. Confidence in reading has	8	17.4	10	21.7	35	76.1	36	78.3	3	6.5		

TABLE 10

NUMBERS AND PERCENTAGES OF ESEA TARGET AREA PAROCHIAL SCHOOL CLASSROOM TEACHER AND REMEDIAL READING TEACHER RATINGS OF IMPROVEMENT IN READING SKILLS OF GRADE 5 AND GRADE 6 REMEDIAL READING PUPILS

STUDENT'S READING SKILL REA RATED:	Shown Little/No Improvement				Shown Some/Marked Improvement				Not Observed/Does Not Apply			
	Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher		Classroom Teacher		Rem. Reading Teacher	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Utilization of a variety of word attack skills has	11	13.3	20	24.1	67	80.7	61	73.5	5	6.0	2	2.4
2. Skill at word recognition has	9	10.8	13	15.7	74	89.2	69	83.1			1	1.2
3. Understanding of word meaning has	12	14.5	15	18.1	70	84.3	67	80.7	1	1.2	1	1.2
4. Comprehension of what he reads has	13	15.7	13	15.7	70	84.3	69	83.1			1	1.2
5. Skill at reading independently has	17	20.5	13	15.7	66	79.5	68	81.9			2	2.4
6. Use of time provided for voluntary reading has	30	36.1	17	20.5	51	61.4	57	68.7	2	2.4	9	10.8
7. Skill in reading for a variety of purposes such as –												
A. Reading for appreciation has	31	37.3	17	20.5	47	56.6	55	66.3	5	6.0	11	13.2
B. Reading to locate information has	21	25.3	10	12.0	61	73.5	63	75.9	1	1.2	10	12.0
C. Reading to identify main ideas has	23	27.7	17	20.5	60	72.3	60	72.3			6	7.2
D. Reading for critical evaluation has	31	37.3	23	27.7	48	57.8	46	55.4	4	4.8	14	16.9
8. Desire to learn to read has	12	14.5	14	16.9	69	83.1	68	81.9	2	2.4	1	1.2
9. Interest in recreational reading has	33	39.8	26	31.3	50	60.2	55	66.3			2	2.4
10. General attitude toward school has	12	14.5	10	12.0	70	84.3	72	86.7	1	1.2	1	1.2
11. Interest in using the school library has	23	27.7	19	22.9	39	47.0	26	31.3	21	23.3	38	45.8
12. Confidence in reading has	11	13.3	11	13.3	71	85.5	70	84.3	1	1.2	2	2.4

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TABLE 11

NUMBERS AND PERCENTAGES OF ESEA TARGET AREA PAROCHIAL SCHOOL CLASSROOM TEACHER AND REMEDIAL READING TEACHER RATINGS OF IMPROVEMENT IN READING SKILLS OF GRADE 7 AND GRADE 8 REMEDIAL READING PUPILS

STUDENT'S READING SKILL AREA RATED:	SHOWN LITTLE/NO IMPROVEMENT				SHOWN SOME/MARKED IMPROVEMENT				NOT OBSERVED/DOES NOT APPLY			
	CLASSROOM TEACHER		REM. READING TEACHER		CLASSROOM TEACHER		REM. READING TEACHER		CLASSROOM TEACHER		REM. READING TEACHER	
	N	%	N	%	N	%	N	%	N	%	N	%
1. UTILIZATION OF A VARIETY OF WORD ATTACK SKILLS HAS	1	8.3	1	8.3	11	91.7	11	91.7				
2. SKILL AT WORD RECOGNITION HAS			1	8.3	12	100.0	11	91.7				
3. UNDERSTANDING OF WORD MEANING HAS	2	16.7	1	8.3	10	83.3	11	91.7				
4. COMPREHENSION OF WHAT HE READS HAS	1	8.3	2	16.7	11	91.7	10	83.3				
5. SKILL AT READING INDEPENDENTLY HAS	1	8.3	3	25.0	10	83.3	9	75.0	1	8.3		
6. USE OF TIME PROVIDED FOR VOLUNTARY READING HAS	1	8.3	6	50.0	11	91.7	6	50.0				
7. SKILL IN READING FOR A VARIETY OF PURPOSES SUCH AS – A. READING FOR APPRECIATION HAS	1	8.3	2	16.7	11	91.7	10	83.3				
B. READING TO LOCATE INFORMATION HAS			2	16.7	12	100.0	10	83.3				
C. READING TO IDENTIFY MAIN IDEAS HAS	2	16.7	2	16.7	6	50.0	10	83.3	4	33.3		
D. READING FOR CRITICAL EVALUATION HAS	5	41.7	6	50.0	3	25.0	5	41.7	4	33.3	1	8.3
8. DESIRE TO LEARN TO READ HAS			1	8.3	12	100.0	11	91.7				
9. INTEREST IN RECREATIONAL READING HAS			5	41.7	12	100.0	7	58.3				
10. GENERAL ATTITUDE TOWARD SCHOOL HAS					12	100.0	12	100.0				
11. INTEREST IN USING THE SCHOOL LIBRARY HAS			5	41.7	4	33.3	1	8.3	8	66.7	6	50.0
12. CONFIDENCE IN READING HAS	1	8.3			11	91.7	12	100.0				

Staff Questionnaire Results

Public Elementary School Staff Questionnaires: A total of 219 teachers, 15 teacher assistants, and 14 administrators responded to the section of the public elementary school staff questionnaire pertaining to the value of the Remedial Reading Program. These responses represented 72.8% of the teachers, 100% of the teacher assistants, and 87.5% of the administrators assigned to Target Area public elementary schools. Table 12 presents the numbers and the percentages of these responses.

It will be observed from Table 12 that teachers, teacher assistants and administrators in the ESEA public elementary schools indicated strong support for the value of the remedial reading program in each of the areas assessed. It will also be observed that the responses of the teacher assistants tended to be more highly positive than were the responses of the administrators and the teachers.

The highest percentage of "Some Value" or "Much Value" ratings given by teachers was for the category *Increasing pupil confidence, motivation, and interest in reading*, (89.5%). The highest percentage of "Little or No Value" ratings by teachers was for *Increasing student abilities in written expression*, (12.3%) and for *Improving student skills in oral expression*, (11.9%).

A total of twelve of the administrators (92.9%) provided "Some Value" or "Much Value" ratings for five of the six categories of the Remedial Reading Program section of the staff questionnaire. For the remaining category, *Improving student understanding and interest in other academic and non-academic areas*, 85.7% of the administrators provided positive ratings.

One hundred percent of the teacher assistants indicated that in their opinion the Remedial Reading Program had *Increased pupil confidence, motivation, and interest in reading*; *Given added meaning and purpose to reading and language instructional activities*; *Increased student ability to analyze, decode, and comprehend printed or written words*; and in *Improved student interest in other academic and non-academic areas*. The smallest number of "Some Value" or "Much Value" responses by teacher assistants (86.7%) was for the category, *Increasing student abilities in written expression*.

TABLE 12

Numbers and Percentages of Responses by Public Elementary School Teachers (N= 219)
Teacher Assistants (N= 15) and Administrators (N=14)
Evaluating the Remedial Reading Program

Questionnaire Category	Respondent	Degree of Value					
How valuable do you think the existing ESEA Remedial Reading Program at your school has been in:		Some/Much Value		Little/No Value		Don't Know/ No Response	
		N	%	N	%	N	%
1. Increasing pupil confidence, motivation and interest in reading?	Teachers	196	89.5	9	4.1	14	6.4
	Teacher Assistants	15	100.0	0	-	0	-
	Administrators	13	92.9	1	7.1	0	-
2. Giving added meaning and purpose to reading and language instructional activities?	Teachers	183	83.6	13	5.9	13	5.9
	Teacher Assistants	15	100.0	0	-	0	-
	Administrators	13	92.9	1	7.1	0	-
3. Increasing student ability to analyze, decode and comprehend printed or written words?	Teachers	182	83.1	14	6.4	23	10.5
	Teacher Assistants	15	100.0	0	-	0	-
	Administrators	13	92.9	1	7.1	0	-
4. Improving student skills in oral expression?	Teachers	179	81.7	26	11.9	14	6.4
	Teacher Assistants	14	93.3	1	6.7	0	-
	Administrators	13	92.9	1	7.1	0	-
5. Increasing student abilities in written expression?	Teachers	159	72.6	27	12.3	34	15.5
	Teacher Assistants	13	86.7	2	13.3	0	-
	Administrators	13	92.9	1	7.1	0	-
6. Improving student understanding and interest in other academic and non-academic areas?	Teachers	176	80.4	21	9.6	22	10.0
	Teacher Assistants	15	100.0	0	-	0	-
	Administrators	12	85.7	2	14.3	0	-

Adequacy of Remedial Reading Program: A total of 166 teachers, 10 teacher assistants, and 13 administrators of Target Area public elementary schools responded to the section of the staff questionnaire which requested them to evaluate the adequacy of the services provided by the Remedial Reading Workshop. Table 13 below presents the numbers and the percentages of ratings by these three groupings of Target Area staff.

TABLE 13

Numbers and Percentages of Responses by Target Area Public School Teachers, Teacher Assistants, and Administrators Evaluating the Adequacy of the Remedial Reading Program

Adequacy of Services in Area of:	Group Responding	Less Services Needed		Present Services Adequate		More Services Needed		No Opinion		No Response	
		N	%	N	%	N	%	N	%	N	%
Remedial Reading Program	Teachers (N=166)	0	-	19	11.4	116	69.9	27	16.3	4	2.4
	Teacher Assistants (N=10)	0	-	0	-	10	100.0	0	-	0	-
	Administrators (N=13)	0	-	2	15.4	11	84.6	0	-	0	-

The data presented in Table 13 are consistent with those observed when the principals and teachers were asked to rate the value of the remedial reading program. Not only was the value of the program strongly supported, but also the need for more service in the area of remedial reading was indicated by teachers, teacher assistants and administrators.

Parochial Elementary School Principal Questionnaire

The seven principals of Target Area parochial schools responded to the five staff questionnaire categories which related to the value of the Remedial Reading Program. Table 14 on the following page summarizes these responses.

TABLE 14

Numbers and Percentages of Responses of Target Area Parochial School Principals Evaluating the Remedial Reading Program (N=7)

Questionnaire Item		Some/Much Value	Little/ No Value	Don't Know	No Response
During the 1967-68 school year how valuable has the Remedial Reading Workshop been in:					
1. Increasing pupil motivation and interest in reading and language?	N	7	0	0	0
	%	100.0	-	-	-
2. Improving student skills either in reading or oral expression?	N	6	0	0	1
	%	85.7	-	-	14.3
3. Increasing comprehension in all types of silent reading?	N	6	1	0	0
	%	85.7	14.3	-	-
4. Improving student reading and language skills to a point which enables participation in regular classroom instruction?	N	7	0	0	0
	%	100.0	-	-	-
5. Meeting the needs of numbers of students who should be involved in the Remedial Reading Program?	N	7	0	0	0
	%	100.0	-	-	-

The parochial school principals, like the public school administrators and teachers, registered strong support for the value of the Remedial Reading Program. One hundred percent of the principals indicated that the Remedial Reading Program had Increased pupil motivation and interest in reading and in language, Improved student reading and language skills to a point which enabled participation in regular classroom instruction, and was successful in Meeting the needs of numbers of students who should be involved in the Remedial Reading Program.

Parent Responses: Parents of children enrolled in remedial reading workshop classes at ESEA Target Area public and parochial schools and Integration Model elementary schools were requested to complete evaluations of the remedial reading services provided to their children. Tables 15, 16, and 17 which follow present the number of "Yes" responses provided by 249 (50%) of the parents of remedial reading pupils enrolled in the second through the sixth grade of ESEA Target Area public schools; 206 parents (73%) of pupils enrolled in the second through the eighth grade of ESEA Target Area parochial schools; and 141 parents (67%) of pupils enrolled in the second through the sixth grade of Integration Model public schools.

TABLE 15

NUMBERS AND PERCENTAGES OF TARGET AREA PUBLIC SCHOOL PARENT EVALUATIONS OF REMEDIAL READING SERVICE

	Grades 2-4				Grades 5-6			
	Boys	N=115	Girls	N=99	Boys	N=21	Girls	N=14
	N*	%*	N*	%*	N*	%*	N*	%*
Would you say that since your child has taken remedial reading your child:								
1. Speaks more clearly?	94	81.7	78	78.8	16	76.2	10	71.4
2. Speaks more easily and rapidly (fluently)?	75	65.2	71	71.7	18	85.7	8	57.1
3. Speaks with more expression?	75	65.2	64	64.6	14	66.7	13	92.9
4. Knows how to say more words?	93	80.9	86	86.9	19	90.5	14	100.0
5. Reads harder books?	73	63.5	70	70.7	12	57.1	8	57.1
6. Knows how to read more words?	100	87.0	87	87.9	16	76.2	13	92.9
7. Reads more easily and rapidly (fluently)?	71	61.7	71	71.7	17	81.0	10	71.4
8. Reads aloud with more expression?	70	60.9	63	63.6	15	71.4	9	64.3
9. Figures words out better?	100	87.0	82	82.8	20	95.2	12	85.7
10. Remembers more of what he reads?	83	72.2	78	78.8	16	76.2	12	85.7
11. Understands better what he reads?	83	72.2	78	78.8	18	85.7	10	71.4
12. Likes to read more?	72	62.6	79	79.8	15	71.4	12	85.7
13. Likes school better?	78	67.8	82	82.8	15	71.4	13	92.9
14. Reads all the time now?	32	27.8	45	45.5	3	14.3	5	35.7
15. Asks to be read to more often?	43	37.4	39	39.4	6	28.6	5	35.7
16. Wants to read to me more often?	69	60.0	78	78.8	12	57.1	10	71.4
How much improvement in reading would you say that your child has made since being enrolled in the remedial reading class?								
1. Much improvement	58	50.4	51	51.5	10	47.6	9	64.3
2. Some improvement	41	35.7	38	38.4	8	38.1	4	28.6
3. Just a little improvement	10	8.7	8	8.1	2	9.5	-	-
4. No improvement	1	0.9	-	-	-	-	-	-
5. Don't know	2	1.7	1	1.0	-	-	-	-
6. No response	3	2.6	1	1.0	1	4.8	1	7.1

Number of questionnaires returned - 214. Percent of the total grade 2-4 sample - 51.2%
Number of questionnaires returned - 35. Percent of the total grade 5-6 sample = 50.7%

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*The Numbers and Percentages represent only the "Yes" responses for the first 16 items.

TABLE 16

NUMBERS AND PERCENTAGES OF TARGET AREA PAROCHIAL SCHOOL PARENT EVALUATIONS OF REMEDIAL READING SERVICE

	GRADES 2-4				GRADES 5-6				GRADES 7-8			
	BOYS	N=65	GIRLS	N=48	BOYS	N=55	GIRLS	N=28	BOYS	N=7	GIRLS	N=3
	N*	%*	N*	%*	N*	%*	N*	%*	N*	%*	N*	%*
WOULD YOU SAY THAT SINCE YOUR CHILD HAS TAKEN REMEDIAL READING YOUR CHILD:												
1. SPEAKS MORE CLEARLY?	45	69.2	36	75.0	40	72.7	20	71.4	7	100.0	3	100.
2. SPEAKS MORE EASILY AND RAPIDLY (FLUENTLY)?	38	58.5	34	70.8	32	58.2	19	67.9	5	71.4	2	66.
3. SPEAKS WITH MORE EXPRESSION?	37	56.9	34	70.8	31	56.4	19	67.9	6	85.7	3	100
4. KNOWS HOW TO SAY MORE WORDS?	49	75.4	41	85.4	45	81.8	25	89.3	7	100.0	3	100.
5. READS HARDER BOOKS?	42	64.6	34	70.8	35	63.6	20	71.4	7	100.0	1	33
6. KNOWS HOW TO READ MORE WORDS?	55	84.6	37	77.1	40	72.7	25	89.3	5	71.4	3	100
7. READS MORE EASILY AND RAPIDLY (FLUENTLY)?	39	60.0	30	62.5	28	50.9	20	71.4	4	57.1	2	66.7
8. READS ALOUD WITH MORE EXPRESSION?	30	46.2	28	58.3	24	43.6	14	50.0	4	57.1	1	33
9. FIGURES WORDS OUT BETTER?	47	72.3	36	75.0	41	74.5	20	71.4	6	85.7	3	100.0
10. REMEMBERS MORE OF WHAT HE READS?	46	70.8	33	68.8	39	70.9	16	57.1	5	71.4	3	100.
11. UNDERSTANDS BETTER WHAT HE READS?	42	64.6	32	66.7	41	74.5	20	71.4	6	85.7	2	66.7
12. LIKES TO READ MORE?	41	63.1	38	79.2	36	65.5	21	75.0	6	85.7	3	100.
13. LIKES SCHOOL BETTER?	37	56.9	32	66.7	35	63.6	23	82.1	7	100.0	3	100.0
14. READS ALL THE TIME NOW?	25	38.5	22	45.8	12	22.8	16	57.1	3	42.9	-	-
15. ASKS TO BE READ TO MORE OFTEN?	30	46.2	25	52.1	20	36.4	7	25.0	1	14.3	-	-
16. WANTS TO READ TO ME MORE OFTEN?	40	61.5	35	72.9	29	52.7	20	71.4	4	57.1	1	33.
HOW MUCH IMPROVEMENT IN READING WOULD YOU SAY THAT YOUR CHILD HAS MADE SINCE BEING ENROLLED IN THE REMEDIAL READING CLASS?												
1. MUCH IMPROVEMENT	28	43.1	22	45.8	24	43.6	13	46.4	5	71.4	1	33.3
2. SOME IMPROVEMENT	25	38.5	19	39.6	20	36.4	13	46.4	2	28.6	2	66.
3. JUST A LITTLE IMPROVEMENT	6	9.2	6	12.5	8	14.5	2	7.1	-	-	-	-
4. NO IMPROVEMENT	2	3.1	-	-	1	1.8	-	-	-	-	-	-
5. DON'T KNOW	-	-	-	-	1	1.8	-	-	-	-	-	-
6. NO RESPONSE	4	6.2	1	2.1	1	1.8	-	-	-	-	-	-

NUMBER OF QUESTIONNAIRES RETURNED - 113. PERCENT OF THE TOTAL GRADE 2-4 SAMPLE - 79.6%
NUMBER OF QUESTIONNAIRES RETURNED - 83. PERCENT OF THE TOTAL GRADE 5-6 SAMPLE - 79.0%
NUMBER OF QUESTIONNAIRES RETURNED - 10. PERCENT OF THE TOTAL GRADE 7-8 SAMPLE - 43.5%

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*THE NUMBERS AND PERCENTAGES REPRESENT ONLY THE "YES" RESPONSES FOR THE FIRST 16 ITEMS.

TABLE 17

NUMBERS AND PERCENTAGES OF TARGET AREA INTEGRATION MODEL SCHOOL PARENT EVALUATIONS OF REMEDIAL READING SERVICE

	Grades 2-4				Grades 5-6			
	Boys N=66		Girls N=42		Boys N=25		Girls N=8	
	N *	% *	N *	% *	N*	% *	N *	% *
WOULD YOU SAY THAT SINCE YOUR CHILD HAS TAKEN REMEDIAL READING YOUR CHILD:								
1. Speaks more clearly?	44	66.7	28	66.7	19	76.0	6	75.0
2. Speaks more easily and rapidly (fluently)?	35	53.0	25	59.5	16	64.0	5	62.5
3. Speaks with more expression?	34	51.5	33	78.6	19	76.0	7	87.5
4. Knows how to say more words?	51	77.3	36	85.7	20	80.0	6	75.0
5. Reads harder books?	38	57.6	25	59.5	20	80.0	4	50.0
6. Knows how to read more words?	57	86.4	33	78.6	22	88.0	7	87.5
7. Reads more easily and rapidly (fluently)?	49	74.2	27	64.3	20	80.0	4	50.0
8. Reads aloud with more expression?	40	60.6	29	69.0	15	60.0	5	62.5
9. Figures words out better?	60	90.9	38	90.5	23	92.0	6	75.0
10. Remembers more of what he reads?	45	68.2	34	81.0	22	88.0	5	62.5
11. Understands better what he reads?	44	66.7	38	90.5	24	96.0	6	75.0
12. Likes to read more?	48	72.7	34	81.0	23	92.0	4	50.0
13. Likes school better?	41	62.1	32	76.2	19	76.0	6	75.0
14. Reads all the time now?	7	10.6	10	23.8	9	36.0	2	25.0
15. Asks to be read to more often?	19	28.8	19	45.2	10	40.0	2	25.0
16. Wants to read to me more often?	33	50.0	27	64.3	14	56.0	3	37.5
HOW MUCH IMPROVEMENT IN READING WOULD YOU SAY THAT YOUR CHILD HAS MADE SINCE BEING ENROLLED IN THE REMEDIAL READING CLASS?								
1. Much improvement	31	47.0	22	52.4	17	68.0	4	50.0
2. Some improvement	31	47.0	18	42.9	8	32.0	4	50.0
3. Just a little improvement	1	1.5	1	2.4	-	-	-	-
4. No improvement	-	-	-	-	-	-	-	-
5. Don't know	1	1.5	-	-	-	-	-	-
6. No response	2	3.0	1	2.4	-	-	-	-

Number of questionnaires returned - 108. Percent of the total grade 2-4 sample - 82.4%
Number of questionnaires returned - 33. Percent of the total grade 5-6 sample - 60.0%

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* The Numbers and Percentages represent only the "Yes" responses for the first 16 items.

Table 15 indicates that a sizable number of parents of Public Elementary School pupils observed improvement in specific language skills of their children after the children attended remedial reading workshop classes. It is interesting to note that positive responses were given by more than 80% of the parents of boys and girls in grades two to four for the categories Knows How to Read More Words and Figures Words Out Better. There were 95.2% positive responses provided by the parents of fifth and sixth grade boys for the category, Figures Words Out Better and 100% positive responses provided by parents of fifth and sixth grade girls for the category, Knows How to Say More Words.

It is of special interest to note the high percentage of respondents who noted Much Improvement or Some Improvement in the reading of their children after the children attended Reading Workshop classes. The percentage of affirmative evaluations ranged from 86.1 for parents of boys in the lower grades to 99.9 for girls in the upper grades of elementary school.

Table 16 presents the responses of parents of remedial reading workshop pupils in grades two through eight of the ESEA Target Area Parochial Elementary Schools.

These data parallel the data provided by Target Area public elementary school parents in that sizable numbers of parents observed improvement in specific language skills of their children after the children had attended reading workshop classes. Particularly noteworthy is the fact that 100% of the 10 parents of parochial school remedial reading pupils in the seventh and eighth grade observed improvement in the ability of their children to Speak More Clearly, to Know How to Say More Words, and to Like School Better and 100% of this latter group of parents indicated that after being enrolled in the remedial reading class, their children had made "Some Improvement" or "Much Improvement" in reading.

The percentage of parents of pupils in the second through the sixth grade who indicated that their children had made "Some Improvement" or "Much Improvement" in reading, following the participation of the children in reading workshop averaged 85%. More than 70% of the parents of pupils in the second through the sixth grades observed that their children had improved in the ability to Say More Words, To Read More Words, and to Figure Words Out Better, after the children had attended remedial reading workshop classes.

Table 17 which includes a summary of the evaluations of the remedial reading services made by parents of Integration Model School Pupils, reflects a high percentage of affirmative evaluations by parents. A percentage of 90.9 of the pupils in grades two to four observed improvement in the ability of their children to Understand Better What They Read; 96.0% of the parents of boys in the fifth or sixth grade observed improvement in the ability of their sons to Understand Better What They Read; and 87.5% of the parents of girls in grades five or six noted an improvement in the ability of their daughters to Know How to Read More Words.

Generally parents noted Much Improvement or Some Improvement in the ability of their children to read better after being enrolled in the reading workshop classes.

Only six of the 141 parents who responded to the parent questionnaire failed to observe Much Improvement or Some Improvement in the reading skills of their children after the children had attended remedial reading classes.

SUMMARY

Remedial reading classes, which provided individualized instruction in reading skills to pupils who were seriously retarded in reading, were offered at the eleven ESEA public, the seven ESEA parochial and the seven Integration Model Target Area schools during the school year 1967-68. Approximately 922 pupils attended these classes. The remedial reading staff involved in this program were specialists in the teaching of reading. They utilized a variety of instructional techniques, materials, and equipment to improve the reading skills of the pupils.

Achievement Test Results for the participants are encouraging. Statistically significant pre-post gains beyond the .01 level of significance were observed for all grade levels of parochial and public school remedial reading pupils. Particularly noteworthy is the month-per-month growth evidenced for the Word Meaning sub-test by second and sixth grade public school remedial reading pupils and by fifth through eighth grade parochial school remedial reading pupils. It is also noteworthy that month-per-month gains for the Paragraph Meaning sub-test were achieved by the parochial school third through eighth grade pupils.

Teacher Ratings of the progress demonstrated by pupils in specific reading-skill areas consistently indicated that pupils had substantially improved in these skill areas by the end of the school year. Classroom teachers and remedial reading teachers tended to provide approximately equal percentages of favorable and unfavorable ratings of the reading skills of the program participants. However, remedial reading teachers generally provided a slightly higher percentage of positive ratings of the reading skills of pupils than were provided by the classroom teachers. The highest percentages of favorable ratings of reading skills for all grade levels given by both groups of teachers was for the rating categories, Skill at Word Meaning and Skill at Word Recognition; the lowest percentage of favorable reading skill ratings given by the two groups of teachers was for the rating category, Reading for Critical Evaluation.

Staff Questionnaires: Responses by public school teachers, teacher assistants, and administrators, and parochial school principals were highly enthusiastic in terms of the value of the services provided to pupils by the remedial reading program. Approximately 70% of the teachers, 100.0% of the teacher assistants, and 84.6% of the administrators surveyed indicated that more remedial reading services were needed. More than 90% of the staff indicated that remedial reading services had been of value in Increasing pupil confidence, motivation, and interest in reading.

Parent Interviews: Responses of parents were generally very positive, and indicate strong support for the Remedial Reading Program. More than 85% of all parents interviewed indicated that after being enrolled in a remedial reading class, their child had achieved substantial improvement in reading.

Two specific reading skills in which more than 70% of the parents of ESEA public and parochial school pupils observed improvement were Knows How to Say More Words and Knows How to Read More Words.

The findings of this report suggest that continued and expanded efforts in the area of remedial reading are likely to produce substantial improvement in the reading skills and language development of pupils attending Target Area schools.

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JJW:ja

CHAPTER II

SUPPORTIVE AND AUXILIARY SERVICES

CONTENTS

Evaluation of Counseling Services

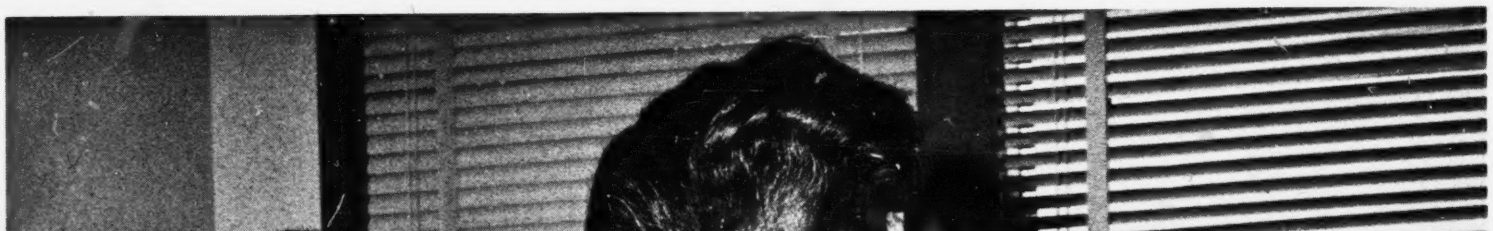
Counseling Study No. 1: Reactions of Staff, Students, and Parents to Junior High School Counseling Program

Counseling Study No. 2: Counselor Activity Time Study

Evaluation of Individual Guidance Services

Evaluation of Psychological Evaluation Services
Evaluation of Library and Instructional Media Services
Evaluation of Nursing Services

Evaluation of Teacher Aide Services



Nurses Aide provides instruction in dental care

EVALUATION OF COUNSELING SERVICES

COUNSELING STUDY NO. 1: REACTIONS OF STAFF, STUDENTS, AND PARENTS TO JUNIOR HIGH SCHOOL COUNSELING PROGRAM

INTRODUCTION

Establishment of an intensive counseling program was made possible with the augmentation of Oakland Public Schools counseling services through the ESEA Program of Compensatory Education at three Target Area junior high schools.

The primary objective of the program was to provide disadvantaged youngsters with the increased personalized services they need. Reduction of the counselor-student ratio was effected to enable counselors to develop more effective relationships with students.

PROCEDURE

Program Description

Prior to the inception of the ESEA program the average counselor-pupil ratio had been approximately 1:500; allocation of counselor time for testing and scholarships brought this in actuality to 1:390. The equivalent of five full-time counseling positions were added at the Target Area schools, thereby reducing the average ratio of counselor to student to approximately 1:230.

The added counseling staff made the counselor more accessible, and the augmented supportive staff provided a diversity of services not previously possible. Counselors scheduled group counseling sessions with students; parents were involved more intimately in the total counseling approach; and case studies concerning language development needs were conducted and results incorporated into teacher-counselor instructional planning.

Evaluation Instruments

ESEA Staff Questionnaires: Questionnaires covering the several activities of the ESEA program were completed in May, 1968, by junior high principals, ESEA instructional staff members, and counselors. A section of these questionnaires, consisting of five questions pertaining to counseling services, has been extracted for use in this report as an evaluation device for these services.

The questions asked of both ESEA principals and language development teachers were designed to determine the extent to which these personnel perceived the additional counseling assistance to be of service in promoting student learning. Counselors were asked to evaluate the increased opportunity for additional services provided by reduced counselor-pupil ratio. Counselor responses were also requested on a general review of the adequacy of the present level of compensatory services. The complete questionnaires, with response totals and percentages, are included in Appendix II-A-1.

Guidance Questionnaires: In the fall of 1964, the Department of Counseling and Occupational Information of the Oakland Public Schools administered a series of questionnaires related to the guidance and counseling program to all school personnel, to a 10% sample of all students in secondary schools, and to the parents of those students. The results of these questionnaires provided a baseline source of data for a pre-post ESEA evaluation of the counseling services provided at the three Target Area junior high schools. The only major changes in the counseling services subsequent to the 1964 survey were those provided by the ESEA program.

The results of the 1964 questionnaires for counselors, teachers, and students were studied, and those questions to which there had been a large number of negative or "Don't Know" responses were selected for readministration to the appropriate groups. This technique was used to select the questions to be readministered in order to determine the extent to which the respondents reacted differently from the first administration.

The selected items were readministered in May of 1966, 1967 and 1968. The guidance questionnaire for teachers was sent to the entire teaching staffs at Target Area junior high schools. The counselor questionnaire was sent to all counselors at the three schools. The student questionnaire was administered to a 10% random sample of students in each grade level of the three schools. Complete questionnaires will be found in Appendix II-A-3, 4, and 5.

Parent Interviews: In the spring of 1966, a sample of 89 parents in the Target Area junior high schools were interviewed and asked to respond to a series of questions related to the entire ESEA program. Seven of the interview questions were concerned with counselors and counseling services. Comparisons have been drawn between the 1966 data and a sample of 102 parents interviewed in the spring of 1968 and are included in this report as an evaluation device for these services. The complete interview schedule, with response totals and percentages, appears in Appendix VI-A-2.

Procedures for the Analysis of Data

Responses to the questionnaires and parent interviews were tallied and totals obtained. Percentages for the responses were computed and reported in the analysis. The totals of the responses to the various questionnaires, together with percentages, appear in the appendices.

Chi square tests of significance were computed on questionnaire responses of teachers, counselors, and students; comparisons were drawn between 1964 and 1966, 1964 and 1967, and 1966 and 1967. Significant differences are noted in the FINDINGS section of this report.

FINDINGS

Junior High ESEA Staff Questionnaire

Three of the five vice principals and 38 (92.4%) of the 41 teachers (including regular classroom teachers, Reading Teachers, and Teacher Assistants in Language Development) responded to the effect of increased counseling services in promoting student learning adjustment. Because the counselors' perception of the impact of the program stems from a different relationship with students, counselors were asked to assess the reduced counselor-student ratio in providing increased opportunity for these expanded services. Total numbers and percentages of responses to each item for principals, teachers, and counselors are presented in Table 1, Table 1A.

TABLE 1

Frequencies and Percentages of Responses of Junior High Principals, Vice-Principals and Teachers Evaluating the Counseling Services (N=6 principals and vice-principals: N=38 teachers)

During the 1967-68 school year, how much effect have the following Counseling services had in promoting student learning and adjustment:	Personnel Responding	Some-Much Effect		Little-No Effect		Don't Know		No Response	
		N	%	N	%	N	%	N	%
Group Counseling Sessions?	Prin.&VP's	3	50.0	2	33.3	1	16.7	-	-
	Teachers	9	23.7	8	21.0	19	50.0	2	5.3
Increased Individualized Services to Students?	Prin.&VP's	5	83.3	-	-	1	16.7	-	-
	Teachers	13	34.3	12	31.6	11	28.9	2	5.3
Increased Student-Counselor Interaction?	Prin.&VP's	6	100.0	-	-	-	-	-	-
	Teachers	15	39.5	6	15.8	14	36.8	3	7.9
Increased Teacher-Counselor Interaction?	Prin.&VP's	6	100.0	-	-	-	-	-	-
	Teachers	18	47.4	11	28.9	8	21.1	1	2.6
Increased Parent-Counselor Interaction?	Prin.&VP's	6	100.0	-	-	-	-	-	-

TABLE 1-A

Frequencies and Percentages of Responses of Junior High Counselors Evaluating the Counseling Services (N=13)

How much effect has the reduction of the Counselor-Student ratio during the 1967-68 school year had in providing increased opportunity for:	Some-Much Effect		Little-No Effect		Don't Know		No Response	
	N	%	N	%	N	%	N	%
Group Counseling Sessions?	11	84.6	2	15.4	-	-	-	-
Increased Individualized Services to Students?	13	100.0	-	-	-	-	-	-
Increased Student-Counselor Interaction?	13	100.0	-	-	-	-	-	-
Increased Teacher-Counselor Interaction?	13	100.0	-	-	-	-	-	-
Increased Parent-Counselor Interaction?	13	100.0	-	-	-	-	-	-

It will be observed from Tables 1 and 1A that administrators and counselors generally responded positively to all items with between 50% and 100% of administrators and 84.6% and 100% of the counselors responding in the "Some-Much Effect" category. Teacher's reactions were more mixed, but essentially positive. It is apparent from the large number of "Don't Know" responses that many felt they had insufficient information to evaluate the expanded services or lacked direct contact with them.

Counselors' review of the level of adequacy of the present compensatory services (see Table 2) indicated 38.5% felt the present counseling service was adequate, while 46.2% felt more service was needed. In contrast, 33% of the principals and 84.2% of the teachers felt more services was needed. It is apparent that while progress has been made toward providing adequate service, a considerable percentage of staff members believe more counseling services are desirable.

TABLE 2

Frequencies and Percentages of Responses of All Respondents
Evaluating the Level of Adequacy of Counseling Services

		Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
	Year	N	%	N	%	N	%	N	%	N	%	N
1. Junior High Administrators	1966-67 1967-68	- -	- -	2 4	66.7 66.7	1 2	33.3 33.3	- -	- -	- -	- -	3 6
2. Junior High Teachers	1966-67 1967-68	1 -	2.3 -	4 4	9.3 10.5	34 32	79.1 84.2	3 2	6.1 5.3	1 -	2.3 -	43 38
3. Junior High Counselors	1966-67 1967-68	- -	- -	7 5	46.7 38.5	6 6	40.0 46.2	1 2	6.7 15.4	1 -	6.7 -	15 13
Total	1966-67 1967-68	1 -	1.6 -	13 13	21.3 22.8	41 40	67.2 70.2	4 4	6.6 7.0	2 -	3.3 -	61 57

Guidance Questionnaire - Teachers

The first 13 questions of the Guidance Questionnaire - Teachers were common to each of the three junior high schools and were used for comparative purposes. The results of the three pre-post administrations of these questions are presented in Table 3.

Application of chi square tests, comparing the responses for each question between 1964 and 1968, 1964 and 1967, and 1967 and 1968 yielded a .05 level of significant difference for questions 2, 3, 4, 7, 8, and 11. (See Table 4.) While an examination of Table 4 reveals significant responses by teachers to be predominantly negative, further examination of the content of items may reveal teachers' growing awareness of the complex and difficult needs of disadvantaged students. The least positive response occurs in item 2, which may reflect teachers' increasing awareness of the complexities of educational and vocational guidance. This is supported by the strong negative response to question six, which deals with students' awareness of their own strengths and weaknesses. Other negative significances in the teachers' questionnaire indicate teachers see the needs of disadvantaged students as exceptionally complex and feel f[illegible] augmentation of the program is desirable.

TABLE 3

NUMBERS AND PERCENTAGES OF RESPONSES ON THE PRE AND POST ADMINISTRATION OF THE GUIDANCE QUESTIONNAIRE - TEACHERS
(N IS VARIABLE DUE TO NO RESPONSE)

QUESTION		PRE (1964)			POST (1966)			POST (1967)			POST (1968)		
		YES	NO	DON'T KNOW	YES	NO	DON'T KNOW	YES	NO	DON'T KNOW	YES	NO	DON'T KNOW
1. DO YOU FEEL YOU ARE ABLE TO GET TO KNOW YOUR STUDENTS' PERSONAL ADJUSTMENTS AS WELL AS YOU WOULD LIKE?	N	22	84	5	36	90	5	36	90	4	24	84	4
	%	19.8	75.7	4.5	27.5	68.7	3.8	27.7	69.2	3.1	21.1	73.7	3.5
2. DO YOU FEEL THAT THE SCHOOL'S PROGRAM OF EDUCATIONAL AND VOCATIONAL GUIDANCE IS ADEQUATELY MEETING THE NEEDS OF ITS STUDENTS?	N	21	64	26	16	98	17	21	87	22	4	95	15
	%	18.9	57.7	23.4	12.2	74.8	13.0	16.2	66.9	16.9	3.5	83.3	13.2
3. DO YOU THINK THAT THE SCHOOL' S TESTING PROGRAM IS BROAD ENOUGH TO KEEP YOU APPRISED OF THE ACHIEVEMENT AND ABILITY LEVELS OF YOUR STUDENTS?	N	54	40	17	54	53	24	51	60	19	29	60	24
	%	48.6	36.0	15.3	41.2	40.5	18.3	39.2	46.2	14.6	25.4	52.6	21.1
4. DO YOU FEEL ADEQUATE PROVISION IS MADE IN THE GUIDANCE PROGRAM FOR STUDENTS TO BE SEEN INDIVIDUALLY WHEN THE NEED ARISES?	N	44	52	13	59	58	14	41	72	17	20	75	17
	%	40.4	47.7	11.9	45.0	44.3	10.7	31.5	55.4	13.1	17.5	65.8	14.9
5. DO YOU FEEL THAT MOST STUDENTS WERE PROGRAMMED PROPERLY INTO YOUR COURSES IN TERMS OF THEIR ABILITIES AND INTERESTS?	N	47	57	6	55	72	4	46	72	11	33	69	12
	%	42.7	51.8	5.5	42.0	55.0	3.1	35.7	55.4	8.5	28.9	60.5	10.5
6. DO YOU FEEL THAT MOSTS STUDENTS HAVE A REALISTIC CONCEPT OF THEIR STRENGTHS AND WEAKNESSES?	N	22	82	7	27	100	4	27	90	13	18	90	4
	%	19.8	73.9	6.3	20.6	76.3	3.1	20.8	69.2	10.0	15.8	78.9	3.5
7. DO YOU FEEL THE SCHOOL'S PROGRAM OF STUDY ALLOWS STUDENTS SUFFICIENT OPPORTUNITY FOR EXPLORATION?	N	39	52	20	41	78	12	43	70	17	19	76	15
	%	35.1	46.8	18.0	31.3	59.5	9.2	33.1	53.8	13.1	16.7	66.7	13.2
8. DO YOU FEEL THE SCHOOL'S PROGRAM OF EXTRA-CURRICULAR ACTIVITIES INCLUDES ALL THOSE STUDENTS WHO WANT TO TAKE PART?	N	50	42	18	44	72	15	41	71	18	24	66	23
	%	45.5	38.2	16.4	33.6	55.0	11.5	31.5	54.6	13.8	21.1	57.9	20.2
9. WHEN A PUPIL PROBLEM ARISES, DO YOU ALWAYS KNOW WHICH RESOURCE PERSON HAS THE RESPONSIBILITY FOR THAT PARTICULAR SITUATION?	N	-	-	-	-	-	-	-	-	-	59	48	4
	%	-	-	-	-	-	-	-	-	-	51.8	42.1	3.5
10. DO YOU FEEL ADEQUATELY INFORMED REGARDING THE USES THAT MAY BE MADE OF THE RESULTS OF STANDARDIZED TESTS?	N	37	70	5	45	77	9	42	85	3	44	62	7
	%	33.0	62.5	4.5	34.4	58.8	6.9	32.3	65.4	2.3	38.6	54.4	6.1
11. ARE THE RESULTS OF STANDARDIZED TESTS REPORTED TO YOU?	N	32	68	9	47	83	1	60	65	5	46	66	-
	%	29.4	62.4	8.3	35.9	63.4	0.8	46.2	50.0	3.8	40.4	57.9	-
12. ARE YOU AWARE OF SUPPLEMENTARY TESTS THAT ARE AVAILABLE TO HELP YOU WITH PARTICULAR EDCATIONAL AND VOCATIONAL PROBLEMS?	N	36	71	4	40	88	3	43	81	6	43	66	5
	%	32.4	64.0	3.6	30.5	67.2	2.3	33.1	62.3	4.6	37.7	57.9	4.4
13. ARE YOU FAMILIAR ENOUGH WITH THE SCHOOL'S FILE OF OCCUPATIONAL MATERIALS TO USE IT AS A RESOURCE IN YOUR TEACHING?	N	49	56	6	54	74	3	49	74	5	43	63	7
	%	44.1	50.5	5.4	41.2	56.5	2.3	38.3	57.8	3.9	37.7	55.3	6.1

Guidance Questionnaire - Counselors

The first ten questions of the Guidance Questionnaire - Counselors were common to each of the three junior high schools and were those used for comparative purposes. The results of the pre-post administrations of this questionnaire showing numbers and percentages are presented in Table 4.

Application of the chi square test to each question yielded a .05 significance level for Question 2. Positive and negative significances are reported in Table 6. The significant negative trend expressed in item 4 appears to reflect counselors' growing awareness of their counselees' imperfect views of their own strengths and weaknesses. The negative significance in Question 9 reflects continuing evaluation of graduation requirements.

Examination of Table 5 reveals a number of marked trends, but no other comparison reached statistical significance, probably because of the small sample size. Notable is the decrease in "Don't Know" responses after the 1964 administration, indicating counselors' growing understanding of their roles in the areas being explored.

TABLE 4

Responses showing significant chi square differences on the pre and post Administrations of the guidance questionnaire – Teachers

	1964 and 1968 Comparison	1964 and 1967 Comparison	1967 and 1968 Comparison
1. Do you feel you are able to get to know your students' personal adjustments as well as you would like?			
2. Do you feel that the school's program of educational and vocational guidance is adequately meeting the needs of its students?	X*		X*
3. Do you think that the school's testing program is broad enough to keep you apprised of the achievement and ability levels of your students?	X*		
4. Do you feel adequate provision is made in the guidance program for students to be seen individually when the need arises?	X*		X*
5. Do you feel that most students were programmed properly into your courses in terms of their abilities and interests?			
6. Do you feel that most students have a realistic concept of their strengths and weaknesses?			
7. Do you feel the school's program of study allows students sufficient opportunity for exploration?	X*		
8. Do you feel the schools' program of extracurricular activities includes all those students who want to take part?	X*	X*	X*
9. When a pupil problem arises, do you always know which resource person has the responsibility for that particular situation?	Item revised in 1968		
10. Do you feel adequately informed regarding the uses that may be made of the results of standardized tests?			
11. Are the results of standardized tests reported to you?	X	X	X*
12. Are you aware of supplementary tests that are available to help you with particular educational and vocational problems?			
13. Are you familiar enough with the school's file of occupational materials to use it as a resource in your teaching?			

X = A significant positive trend
X* = A significant negative trend

TABLE 5

NUMBERS AND PERCENTAGES OF RESPONSES ON THE PRE AND POST ADMINISTRATIONS OF THE GUIDANCE QUESTIONNAIRE – COUNSELOR
(N IS VARIABLE DUE TO NO RESPONSE)

QUESTION		PRE (1964)			POST (1966)			POST (1967)			POST (1968)		
		YES	NO	DON'T KNOW	YES	NO	DON'T KNOW	YES	NO	DON'T KNOW	YES	NO	DON'T KNOW
1. DO YOU FEEL YOU ARE ABLE TO GET TO KNOW YOUR COUNSELEES' PERSONAL ADJUSTMENT AS WELL AS YOU WOULD LIKE?	N	2	10	-	6	8	1	3	11	1	6	6	-
	%	16.7	83.3	-	40.0	53.3	6.7	20.0	73.3	6.7	50.0	50.0	-
2. DO YOU FEEL THAT THE SCHOOL'S PROGRAM OF EDUCATIONAL AND VOCATIONAL GUIDANCE IS ADEQUATELY MEETING THE NEEDS OF ITS STUDENTS?	N	-	11	1	2	13	-	6	7	2	-	11	1
	%	-	91.7	8.3	13.3	86.7	-	40.0	46.7	13.3	-	91.7	8.3
3. DO YOU FEEL YOU ARE ABLE TO SEE YOUR COUNSELEES ENOUGH DURING THE SCHOOL YEAR TO SATISFY THEIR NEEDS?	N	1	8	3	7	7	1	2	13	-	2	9	1
	%	8.3	66.7	25.0	46.7	46.7	6.7	13.3	86.7	-	16.7	75.0	8.3
4. DO YOU FEEL THAT YOU ARE SUCCESSFUL IN YOUR ATTEMPTS TO PROGRAM COUNSELEES ACCORDING TO THEIR ABILITIES AND INTERESTS?	N	6	2	4	13	-	2	11	4	-	6	5	1
	%	50.0	16.7	33.3	86.7	-	13.3	73.3	26.7	-	50.0	41.7	8.3
5. DO YOU FEEL YOUR COUNSELEES HAVE A REALISTIC CONCEPT OF THEIR STRENGTHS AND WEAKNESSES?	N	2	5	5	-	13	2	1	14	-	-	12	-
	%	16.7	41.7	41.7	-	86.7	13.3	6.7	93.3	-	-	100.0	-
6. DO YOU FEEL THE SCHOOL'S PROGRAM OF STUDY ALLOWS STUDENTS SUFFICIENT OPPORTUNITY FOR EXPLORATION?	N	2	9	1	6	9	-	2	12	1	2	8	2
	%	16.7	75.0	8.3	40.0	60.0	-	13.3	80.0	6.7	16.7	66.7	16.7
7. DO YOU FEEL THE SCHOOL'S PROGRAM OF EXTRACURRICULAR ACTIVITIES INCLUDES ALL THOSE STUDENTS WHO WANT TO TAKE PART?	N	4	7	1	4	10	1	6	4	5	4	5	3
	%	33.3	58.3	8.3	26.7	66.7	6.7	40.0	26.7	33.3	33.3	41.7	25.0
8. DO YOU FEEL YOU HAVE SUFFICIENT UNDERSTANDING OF THE REQUIREMENTS NECESSARY FOR OBTAINING VARIOUS SCHOLARSHIPS?	N	3	9	-	11	4	-	11	4	-	8	4	-
	%	25.0	75.0	-	73.3	26.7	-	73.3	26.7	-	66.7	33.3	-
9. DO YOU FEEL YOUR SCHOOL'S GRADUATION REQUIREMENTS ARE CLEAR AND FREE OF AMBIGUITY?	N	6	2	4	12	1	1	8	7	-	6	6	-
	%	50.0	16.7	33.3	85.7	7.1	7.1	53.3	46.7	-	50.0	50.0	-
10. DO YOU FEEL ADEQUATELY INFORMED REGARDING ALL OF THE POSSIBLE USES THAT MAY BE MADE OF THE RESULTS OF STANDARDIZED TESTS?	N	5	4	2	13	2	-	9	5	1	9	2	1
	%	45.5	36.4	18.2	86.7	13.3	-	60.0	33.3	6.7	75.0	16.7	8.3
11. WOULD YOU SAY THAT STUDENTS AND THEIR PARENTS ARE KEPT ADEQUATELY INFORMED OF STUDENTS' PROGRAMS?	N	-	-	-	-	-	-	9	6	-	5	6	1
	%	-	-	-	-	-	-	60.0	40.0	-	41.7	50.0	8.3

TABLE 6

Responses Showing Significant Chi Square Differences of the Pre and Post Administration of the Guidance Questionnaire – Counselors

	1964 and 1968 Comparison	1964 and 1967 Comparison	1967 and 1968 Comparison
1. Do you feel you are able to get to know your counselees' personal adjustment as well as you would like?			
2. Do you feel that the school's program of educational and vocational guidance is adequatley meeting the needs of its students?		X	X*
3. Do you feel you are able to see your counselees enough during the school year to satisfy their needs?			
4. Do you feel that you are successful in your attempts to program counselees according to their abilities and interests?		X	
5. Do you feel your counselees have a realistic concept of their strengths and weaknesses?	X*	X*	
6. Do you feel the school's program of study allows students sufficient opportunity for exploration?			
7. Do you feel the school's program of extracurricular activities includes all those students who want to take part?			
8. Do you feel you have sufficient understanding of the requirements necessary for obtaining various scholarships?		X	
9. Do you feel your school's graduation requirements are clear and free of ambiguity?	X*	X	
10. Do you feel adequately informed regarding all of the possible uses that may be made of the results of standardized tests?			
11. Would you say that students and their parents are kept adequately informed of students' programs?			

X = A significant positive trend
X* = A significant negative trend

Guidance Questionnaire - Students

The first 13 questions of the Guidance Questionnaire - Students were common to each of the three junior high schools and were those used for comparative purposes. The results of the pre-post administrations of these questions showing numbers and percentages are presented in Table 7.

Application of the chi square test to each question yielded a .05 level of significance on items 2, 4, 9, 10, 12 and 13 between the 1964 and 1968 comparisons. No comparisons between 1967 and 1968 reached statistical significance. The negative trend shown in items 2 and 4 indicate the continuing need for better communications between students and their teachers and counselors. Positive trends which may be observed in items 9, 10, 11 and 12 are indicative of counselors' continuing efforts to improve communications with students.

The number of significantly positive responses appears to indicate general approval by students of the increased counseling services. Although it is not likely that many of the same students responded in both pre and post evaluations, the sample size of 10% is sufficient to reflect general attitudes of the total student population. Therefore, it may be inferred that counseling services have been increased in effectiveness.

TABLE 7

Numbers and Percentages of Responses on the Pre and Post Administrations of the Guidance Questionnaire – Students
(N is variable due to no response)

Question		Pre (1964)			Post (1966)			Post (1967)			Post (1968)		
		Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know
1. Have you ever talked to your counselor about things that have bothered you?	N	127	129	2	86	96	2	90	79	2	69	103	2
	%	49.2	50.0	0.8	46.7	52.2	1.1	52.6	46.2	1.2	39.6	59.2	1.1
2. Do you feel that your teachers and counselors are personally interested in you?	N	165	29	64	96	36	52	92	23	56	90	28	56
	%	64.0	11.2	24.8	52.2	19.6	28.3	53.8	13.5	32.7	51.7	16.0	32.1
3. Do you feel that you receive enough guidance in school about problems that have to do with planning your future?	N	139	89	31	82	73	29	79	61	30	91	59	22
	%	53.7	34.4	12.0	44.6	39.7	15.8	46.5	35.9	17.6	52.9	34.3	12.7
4. Does your counselor see you enough during the school year to give you the help you feel you need?	N	138	85	35	94	74	16	66	83	21	63	95	16
	%	53.5	32.9	13.6	51.1	40.2	8.7	38.8	48.8	12.4	36.2	54.6	9.2
5. Do you feel the selection of courses at your school allow you to explore your interests as much as you would like?	N	129	102	27	87	76	21	89	64	18	74	74	23
	%	50.0	39.5	10.5	47.3	41.3	11.4	52.0	37.4	10.5	43.2	43.2	13.4
6. Do you have a clear idea of how scholarships are awarded?	N	143	104	11	127	46	11	108	48	14	113	51	8
	%	55.4	40.3	4.3	69.0	25.0	6.0	63.5	28.2	8.2	65.7	29.7	4.6
7. Do you have a clear idea of what constitutes college requirements?	N	111	128	19	89	84	11	63	86	22	68	79	25
	%	43.0	49.6	7.4	48.4	45.7	6.0	36.8	50.3	12.9	39.5	45.9	14.5
8. Do you feel that you know all the extracurricular (clubs, athletics, etc.) opportunities that the school makes available to its students?	N	119	118	21	94	71	19	95	51	25	99	53	19
	%	46.1	45.7	8.1	51.1	38.6	10.3	55.6	29.8	14.6	57.9	31.0	11.1
9. Are the results of your tests of achievement, aptitude and interest reported to you?	N	119	121	18	84	65	35	91	59	21	81	65	24
	%	46.1	46.9	7.0	45.7	35.3	19.0	53.2	34.5	12.3	47.6	38.2	14.1
10. Did you know that special tests are available to help you with particular educational and vocational problems?	N	106	138	14	74	98	12	93	68	9	91	74	7
	%	41.1	53.5	5.4	40.2	53.3	6.5	54.7	40.0	5.3	52.9	43.0	4.1
11. Did you know that the school maintains a file of occupational materials to help students who want to know about particular occupations and vocations?	N	102	139	17	97	77	10	93	58	19	76	76	18
	%	39.5	53.9	6.6	52.7	41.8	5.4	54.7	34.1	11.2	44.7	44.7	10.6
12. Did you know that counselors are specially trained for their work?	N	169	83	5	126	52	6	133	28	10	130	30	11
	%	65.8	32.3	1.9	68.5	23.3	3.3	77.8	16.4	5.8	76.0	17.5	6.4
13. Do you feel you know all the courses available to you in school and what each course is about?	N	118	118	22	96	70	18	95	55	19	109	47	15
	%	45.7	45.7	8.5	52.2	38.0	9.8	56.2	32.5	11.2	63.7	27.5	8.8

TABLE 8

Responses Showing Significant Chi Square Differences on the Pre and Post Administrations of the Guidance Questionnaire – Students

	1964 and 1968 Comparison	1964 and 1967 Comparison	1967 and 1968 Comparison
1. Have you ever talked to your counselor about things that have bothered you?			
2. Do you feel that your teachers and counselors are personally interested in you?	X*		
3. Do you feel that you receive enough guidance in school about problems that have to do with planning your future?			
4. Does your counselor see you enough during the school year to give you the help you feel you need?	X*	X*	
5. Do you feel the selection of courses at your school allows you to explore your interests as much as you would like?			
6. Do you have a clear idea of how scholarships are awarded?		X	
7. Do you have a clear idea of what constitutes college requirements?			
8. Do you feel that you know all the extracurricular (clubs, athletics, etc.) opportunities that the school makes available to its students?		X	
9. Are the results of your tests of achievement, aptitude, and interest reported to you?	X	X	
10. Did you know that special tests are available to help you with particular educational and vocational problems?	X	X	
11. Did you know that the school maintains a file of occupational materials to help students who want to know about particular occupations and vocations?		X	
12. Did you know that counselors are specially trained for their work?	X	X	
13. Do you feel you know all the courses availabe to you in school and what each course is about?	X	X	

X = A SIGNIFICANT POSITIVE TREND
X* = A SIGNIFICANT NEGATIVE TREND

Parent Interviews

Seven questions concerned with counseling and counseling services were asked of parents of target area junior high school students in 1966,1967 and 1968. Comparison of responses to these questions are shown in Table 9.

TABLE 9

Numbers and Percentages of Responses to Administrations of Parent Interviews

QUESTION	RESPONSE	N=89		N=92		N=102	
		1966		1967		1968	
		N	%	N	%	N	%
1. Have you talked to(your child's) counselor this year?	A. Yes	60	67.4	54	57.4	61	59.8
	B. No	29	32.6	39	41.5	40	39.2
	C. No Response			1	1.1	1	1.0
2. If yes (to above): About how many times since last September?*	A. 0	2	3.3	1	1.9		
	B. 1 to 2	33	55.0	34	63.0	33	54.1
	C. 3 to 4	18	30.0	11	20.4	17	27.9
	D. 5 to 6	3	5.0	6	11.1	6	9.8
	E. More than 6	4	6.7	2	3.7	5	8.2
3. Has there been any change in the number of times (your child) has seen the counselor?	A. Yes	25	28.1	39	41.5	36	35.3
	B. No	40	44.9	26	27.7	49	48.0
	C. Don't Know	22	24.6	23	24.5	16	15.7
	D. No Response	2	2.2	6	6.4	1	1.0
4. If "yes" (to above): Has (he/she) been able to see (his/her) counselor more often this year than last year?	A. Yes	23	92.0	25	64.1	27	75.0
	B. No	2	8.0	2	5.1	9	25.0
	C. Don't Know			4	10.3		
	D. No Response			8	20.5		
5. If "yes" to 4 above: Would you say (your child) sees (his/her) counselor much more often, somewhat more often, or a little more often than last year?	A. Much More	9	39.1	6	24.0	15	55.6
	B. Somewhat More	6	26.1	5	20.0	7	25.9
	C. A Little More	6	26.1	12	48.0	4	14.8
	D. Don't Know	**		**		1	3.7
	E. No Response						
6. Well, how satisfied are you with the amount of time (he/she) is able to spend with (his/her) counselor this school year? Would you like (him/her) to spend much more time, a little time, a little less time, much less time, or is present sat.?	A. More Time	43	48.3	19	20.2	21	20.6
	B. Less Time			3	3.2	9	8.8
	C. Present Satisfactory	44	49.4	64	68.1	62	60.8
	D. Don't Know	2	2.2	4	4.3	5	4.9
	E. No Response			4	4.3	5	4.9
7. In your opinion, how valuable has the assistance of the counselor been? Would you say, very valuable, somewhat valuable, of little value, or of no value?	A. Very Valuable	46	51.7	56	59.6	46	45.1
	B. Somewhat valuable	28	31.5	15	16.0	23	22.5
	C. Of Little Value	7	7.9	10	10.6	16	15.7
	D. Of No Value	1	1.1	4	4.3		
	E. Don't Know	5	5.6	5	5.3	14	13.7
	F. No Response	2	2.2	4	4.3	3	2.9

*Question in 1967 requested number of times since January

**Response categories revised since 1967 study

Interpretation of the comparisons in Table 9 show parent responses to be generally positive in the 1968 interview. 75% of the parents reported their child had been able to see his counselor more often this year than last year, as opposed to 64.1% in the 1967 interviews. In addition the percentage of parents who had seen the counselor increased from 57.4% in 1967 to 59.8% in 1968. However, a smaller percentage (60.8%) of parents responding in 1968 found the counselor time satisfactory than in 1967 (68.1%), and the percentage of parents who found the counselor's assistance to be very valuable (45.1%) was lower than in 1967 (59.6%).

SUMMARY AND RECOMMENDATIONS

The ESEA Program of Compensatory Education provided augmented and diversified counseling services to the three Target Area junior high schools. The findings of this report indicate that students, parents, and staff were essentially positive in their evaluations of the effectiveness of these services as aids for student learning.

Staff questionnaire responses reflect very enthusiastic evaluations by counselors of the effectiveness of the reduced counselor-student ratio in providing increased opportunity for group-counseling sessions and interactions of counselors with pupils, parents, and staff during the 1967-68 school year. A sizable majority of the administrators indicated that the counseling services had been of "Much Effect" or "Some Effect" in promoting student learning and adjustment. The less positive evaluations of counseling services provided by teachers included a high percentage of "Don't Know" responses, which may be an indication that teachers are less familiar than administrators and counselors with the broad spectrum of counseling services. It is also possible that the three staff groupings varied somewhat in their definitions of effective counseling services for ESEA Target Area pupils. The Staff Questionnaire responses further indicated that although substantial numbers of the staff felt that progress had been made in providing adequate counseling services, 70.2% felt that there was a need for more services-a 3.0% increase over the previous year staff responses.

Guidance questionnaire responses reveal an increasing awareness by teachers and counselors of the complexities of educational and vocational guidance for disadvantaged children. Between 1964 and 1968, there was a significant increase in the percentage of teachers who indicated that Target Area school educational and guidance programs were not adequate for meeting the needs of pupils or for permitting pupils to be seen individually when the need arose. There were also significant increases in the percentage of teachers who felt that the extra-curricular program activities did not include all children who wished to take part, and that standardized test-results were not reported to teachers. A significant negative trend evidenced for 1968 counselor responses in contrast to 1964 counselor responses was in the area of successful programming of pupils according to abilities and needs; and in the area of whether or not graduation requirements were free from ambiguity.

There were notable increases in the number of positive responses provided by 1968 school year students in contrast to the responses provided by 1964 school year students for questionnaire-categories pertaining to student awareness of: (1) their own achievement, aptitude, and interest test-results; (2) of special tests to help with particular educational and vocational problems (3) that counselors were specially trained for their work; and (4) of available courses and their content. There was a negative trend in the responses of students pertaining to the amount of personal interest that counselors showed in them, and in the amount of time available from counselors for helping them with their personal problems.

The responses of the students generally reflected a more positive evaluation of the guidance program than the responses of the teachers and the counselors. However, the student responses were parallel to staff responses in that they clearly indicated the need for establishing priorities for the use of counselor time which include a substantial increase in the amount of time available for individualized counseling with students.

Parent Interviews

Parent interview responses reflected generally positive evaluations of the counseling services. Thirty-five percent of the parents observed a change in the number of times their child had been able to see his counselor this school year in contrast to the previous year, and 75.0% of this latter group of parents reported that their child had been able to see his counselor more often during the 1967-68 school year. In addition, the percentage of parents who had conferred with the counselor increased from 57.4% from 1967 to 59.8% for 1968. However, the percentage of parents who found counselor assistance to be "Very Valuable" or "Somewhat Valuable" decreased from 75.6% to 67.6%.

In the light of the findings of this report it is recommended that (1) expanded and augmented counseling services be continued; (2) greater efforts be made to establish effective lines of communication between counselors, teachers, parents, and students; and (3) an increased amount of counselor time be made available for individualized counseling of pupils.

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COUNSELING STUDY NO. 2: COUNSELOR ACTIVITY TIME STUDY

INTRODUCTION

The development of a more effective counseling program at target area schools is one of the objectives of the ESEA program of compensatory education in the Oakland Public Schools. Counseling services at three junior high schools have been augmented in order to accomplish this objective. The number of auxiliary and supportive services have been increased, and the counselor-student ratio has been reduced. The purpose of augmenting counseling services at the target area schools was to provide the individualized, personalized counseling services needed by disadvantaged youth.

PROCEDURE

Program Description

The equivalent of five full-time counselor positions has been added to existing staff assignments at the three target area junior high schools with the goal of reducing the counselor-pupil ratio at these schools from 1:500 to approximately 1:230. The purpose of reducing the counselor-student ratio is to provide additional opportunities for intensive counseling of individual students and to implement the use of diversified techniques in the counseling of students at the three ESEA junior high schools. A concerted effort has been made by counselors at these schools to increase the amount of group counseling of students, to increase the amount of parent involvement, and to increase the number of case conferences that counselors hold with language arts personnel.

The purpose of the Counselor Activity Time Study is to analyze the ways in which project counselors were spending their time and to provide descriptive data for further studies.

Comparison Schools

Three junior high schools which serve communities much like those of the three ESEA junior high schools were selected to serve as comparison schools for the Counselor Activity Time Study. When the study commenced in October, there were 2,624 students enrolled with 13 counselors at the ESEA schools and 2,657 students enrolled with 6.6 counselors at the comparison schools.

Evaluation Instrument

Counselor Activity Time Study Form: Counselors were requested to complete these forms every day during eight non-consecutive weeks of the year. The eight weeks selected for the study were representative periods for the various activities in which counselors are engaged during the year, and they occurred approximately once a month for a period that extended from October to May. The forms were presented and discussed with counselors during meetings held for this purpose at each of the junior high schools. The form used is a revision of the one used during the 1966-67 school year.

Counselors maintained a cumulative tally of the amount of time spent daily in 17 activity categories. Time spent during the regular 8:30 a.m. to 3:30 p.m. work day, as well as time spent before 8:30 a.m., after 3:30 p.m., and on Saturdays and Sundays was included.

Procedure for Analysis of Data

The total number of minutes spent by counselors in each of the activity categories was compiled and percentages were computed for school-day working time, non-school-day working time, and total working time. Calculations are based upon a working day of 420 minutes and a classroom period of 55 minutes. Any additional time beyond 420 minutes was considered non-school-day working time. All time is reported to the nearest five minutes.

RESULTS

Table 1 presents the total number of minutes and percentages of counselor time used for counseling and non-counseling activities during school-day and non-school day working time for 40 days during the 1967-68 school year. The data presented are based upon responses from the 13 ESEA counselors and the seven (6.6 positions) comparison counselors.

Examination of Table 1 reveals that the activity at which counselors spent the highest percentage of time was direct contact with counselees. The ESEA counselors spent 46,600 minutes (22.4%) with counselees during the school-day and 1,190 minutes (4.6%) during the non-school-day for a total of 47,790 minutes (20.5%). The comparison school percentages are slightly higher. However, the 2,624 students received 47,790 minutes of counselor-contact for an average of 18.1 minutes per student during the 40 days of the study, while the 2,657 comparison students received only 30,710 minutes, or approximately 11.6 minutes per student for the 40 days.

The ESEA counselors were able to devote twice as much time as their comparison school counterparts to contact about counselees (with parents, teachers, administrators, and referral agencies) during the regular school day -- 26,090 minutes for the ESEA group as compared with 13,040 minutes for the comparison group. The comparison counselors gained somewhat in this activity by devoting 4,310 minutes during the non-school-day working time toward it. However, as the total working time column indicates, the 2,624 ESEA students received 28,225 "contact about" minutes, while the 2,657 comparison students received only 17,350 minutes in this category.

During the non-school-day working time, programming clerical duties was the activity that consumed the highest percentage of counselor time -- 5,205 minutes (20.4%) for ESEA and 7,840 minutes (23.9%) for the comparison group. Reexamination of the data for 1966-67 reveals that the ESEA counselors spent 8,160 minutes (28.8%) at this activity during the non-school working day for the 19 days included in that study. Regardless of whether the counselor load is 1:202 or 1:403, it is apparent that there is insufficient time during the school day for counselors to complete the programming clerical duties imposed upon them.

TABLE 1

Number of Minutes and Average Percentage of Counseling Time at ESEA and Comparison Schools

Activities		School-Day Working Time		Non-School Day Working Time		Total Working Time	
		Number	Percent	Number	Percent	Number	Percent
Contact with counselees	ESEA	46,600	22.4	1,190	4.6	47,790	20.5
	Comp.	27,360	24.8	3,350	10.2	30,710	21.5
Contact about counselees	ESEA	26,090	12.5	2,135	8.3	28,225	12.1
	Comp.	13,040	11.8	4,310	13.1	17,350	12.1
Reading reports, referrals, memos, student records, circulars, etc.	ESEA	10,910	5.2	2,205	8.6	13,115	5.6
	Comp.	6,445	5.9	3,525	10.8	9,970	7.0
Preparing reports, surveys, referrals, recommendations	ESEA	11,400	5.5	3,410	13.4	14,810	6.3
	Comp.	5,545	5.0	3,195	9.7	8,740	6.1
Attendance Clerical Duties	ESEA	18,660	9.0	474	1.9	19,135	8.2
	Comp.	8,350	7.6	2,195	6.7	10,545	7.4
Programming Clerical Duties	ESEA	17,775	8.5	5,205	20.4	22,980	9.8
	Comp.	12,730	11.6	7,840	23.9	20,570	14.4
Other Clerical Duties	ESEA	7,105	3.4	685	2.7	7,790	3.3
	Comp.	8,120	7.4	3,825	11.7	11,945	8.4
Student Supervision	ESEA	25,445	12.2	1,520	6.0	26,965	11.6
	Comp.	11,635	10.6	955	2.9	12,590	8.8
Meetings - faculty, staff counseling	ESEA	14,755	7.1	2,680	10.5	17,435	7.5
	Comp.	4,205	3.8	1,890	5.8	6,095	4.3
Meetings - inservice	ESEA	2,820	1.4	1,900	7.4	4,720	2.0
	Comp.	735	0.7	0	-	735	0.5
Meetings - community, parents	ESEA	1,235	0.6	1,015	4.0	2,250	1.0
	Comp.	595	0.5	580	1.8	1,175	0.8
Testing	ESEA	520	0.3	120	0.5	640	0.3
	Comp.	1,110	1.0	735	2.2	1,845	1.3
Articulation with elementary and high schools	ESEA	1,560	0.8	385	1.5	1,945	0.9
	Comp.	560	0.5	90	0.3	650	0.4
Lunch and personal breaks	ESEA	18,075	8.7	0	-	18,075	7.7
	Comp.	8,610	7.8	0	-	8,610	6.0
Substitute teaching	ESEA	1,190	0.6	0	-	1,190	0.5
	Comp.	130	0.1	0	-	130	0.1
Other Activities	ESEA	3,795	1.8	2,595	10.2	6,390	2.7
	Comp.	950	0.9	295	0.9	1,245	0.9
Total Minutes	ESEA	207,935		25,520		233,455	
	Comp.	110,120		32,785		142,905	

Table 2 presents data indicating the number of minutes devoted to counseling during an average week by full time counseling position at an ESEA school versus an equivalent position at a comparison school. The data for Table 2 was derived by:

1. Summing the number of minutes devoted to each category for all ESEA and comparison school counselors
2. Dividing each category summation by the product of the number of counselors in the group (ESEA = 13, comparison = 6.6) multiplied by the number of weeks of the study (8).

TABLE 2

Number of Minutes Spent Per Week by One Full-Time-Equivalent Counseling Position at ESEA and Comparison Schools

	Number of Counselees*	Contact with and about counselees	Reading and preparation of reports	Clerical work	Student Supervision	Meetings	Miscellaneous Activities	Lunch and breaks	TOTAL TIME
One Full Time Equivalent ESEA Counselor	202	730	268	480	259	235	97	174	2,243
One Full Time Equivalent Comparison Counselor	403	911	354	816	238	151	75	163	2,708

*The numbers of counselees for the full-time-equivalent ESEA counselor and the full-time-equivalent comparison counselor were computed by dividing the enrollment of the respective junior high schools by the number of counselors: ESEA (2,624 students divided by 13 counselees ÷ 202 counselees) and comparison (2,657 students divided by 6.6 counseling positions = 403 counselees).

Examination of Table 2 reveals some interesting differences between the full time equivalent ESEA counselor and the full time equivalent comparison counselor. For example, the ESEA position serves 202 students and during a week spends 730 minutes in "contact with or about counselees". This means that during the 35-week school year, the average ESEA counselor would meet with or about each counselee approximately 126.5 minutes. His comparison counterpart, serving 403 students, spends 911 minutes a week "with or about counselees"; therefore, he would meet with or about each counselee 79 minutes during the year. These data indicate that the counselees of the full-time-equivalent ESEA counselor receive 47.5 more minutes of counselor-contact during the year than do the counselees of the full-time-equivalent comparison counselor; or expressed in percentage, the ESEA counselees receive 60.1 percent more counselor-contact.

The larger counseling load results in the comparison counselor spending considerably more time each week reading and preparing reports (comparison = 354 minutes, ESEA = 268 minutes) and performing various clerical tasks (comparison = 816 minutes, ESEA = 480 minutes) related to his assignment. The ESEA counselor spends 235 minutes a week at meetings, while the comparison counselor spends 151 minutes a week at meetings. Most of this additional ESEA counselor meeting time involves inservice and community meetings. The composite ESEA counselor spends 259 minutes a week performing student supervisory duties, while his comparison counterpart supervises for 238 minutes.

SUMMARY AND RECOMMENDATIONS

The findings of this report may be summarized as follows:

1. The reduction of the counselor-student ratio at ESEA schools resulted in an average of approximately 126.5 minutes of counselor-contact per student during the year. This represents 47.5 minutes more time per year of counselor-contact than that received by students at the comparison schools.

2. The reduction of the counselor-student ratio at ESEA schools further resulted in counselors being more available to serve in consultant functions with parents, teachers, administrators, and referral agency personnel.

3. The seven comparison school counselors worked 32,785 minutes beyond the school work day for an average of 117 extra minutes a day for each counselor. The 13 ESEA counselors also worked beyond the school day, but they were able to complete their tasks before and after school in 25,520 minutes -- an average of 49 minutes a day for each counselor.

4. Despite the lower counselor-student ratio, it appears the ESEA counselors are still spending considerable amounts of time performing non-counseling duties such as:

attendance clerical duties	9.0%
programming clerical duties	8.5%
other clerical duties	3.4%
supervision	12.2%
substitute teaching	0.6%
other activities	1.8%
NON-COUNSELING duties =	35.5%

However, these figures vary substantially among the three ESEA schools.

One of the major objectives of reducing the counselor-student ratio and increasing auxiliary and supportive services at ESEA junior high schools was to provide more individualized and personalized counseling services for disadvantaged youth attending these schools. Although there is some evidence that this is occurring, there also is evidence that increased time for and greater service to individual students would be possible if the amount of counselor clerical, supervision, and teacher substitution time could be substantially reduced.

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EVALUATION OF INDIVIDUAL GUIDANCE SERVICES

INTRODUCTION

Continued augmentation of the services of the Department of Individual Guidance and Attendance has been provided for the 1967-68 school year through the use of ESEA Title I funds. The rationale for expanding the level of individual guidance services is to facilitate increased individual casework and group guidance for students whose behavioral, attitudinal, and attendance patterns create genuine learning problems for themselves and, in many instances, problems for others with whom they come in contact.

Working in conjunction with the instructional staff and other supportive services personnel, the guidance consultants sought realization of the following objectives:

1. Establishing relationships with individual students and groups of students to develop positive attitudes and to open communication.
2. Securing increased understanding for the instructional staff of the students' attitudes, interests, abilities, achievements, aspirations, and accessibility to further learning.
3. Communicating to students the school's concern for their dignity as persons and their educational progress.
4. Providing the students with opportunities for self-expression, clarification of perceptions, and making statements relative to their psychological needs.

PROCEDURE

Program Description

A total of 6.8 full-time-equivalent guidance consultants--1.9 provided by regular District funds and 4.9 funded by ESEA Title I--have provided individual guidance service in the eleven elementary, three junior high, and seven parochial ESEA Target Area schools during the 1967-68 school year. In addition, ESEA funds provided 1.5 attendance supervisor positions at the junior high level.

TABLE 1

Department of Individual Guidance and Attendance Personnel Assigned to ESEA Elementary, Junior High, and Parochial Schools

Service Group	Number of Positions		
	District Funded	ESEA Funded	Total
Elementary - Guidance Consultants	1.3	2.4	3.7
Junior High - Guidance Consultants	.6	1.5	2.1
Junior High - Attendance Supervisors	.9	1.5	2.4
Parochial - Guidance Consultants	--	1.0	1.0
Total	2.8	6.4	9.2

With the addition of the positions described in Table 1, the ratios of guidance consultants to students were altered as follows:

Group	Pre-ESEA	ESEA-1967-68
Elementary	1:6400	1:2200
Junior High	1:4500	1:1250
Parochial	No consultants	1:1200

The 1:1250 and 1:1200 ratios at the junior high and parochial schools represent desirable limits when dealing with disadvantaged youngsters, whereas the 1:2200 ratio at the elementary schools is a marked improvement over prior allocations but is still somewhat short of ideal.

The augmented individual guidance staff at the ESEA elementary, junior high, and parochial schools provide an opportunity for the consultants to work with greatly increased numbers of cases. It has been possible, therefore, to provide special, individual assistance to students having social and emotional problems interfering with school progress for whom such assistance was heretofore unavailable.

Each guidance consultant was assigned to work as an integral part of the instructional and supportive services team. The following list of activities characterizes the manner in which the consultant functioned as a member of this team:

1. Individual casework
2. Group Guidance
3. Parent conferences
4. Consultation with school staff
5. Inservice training for staff on social, emotional, and concomitant educational problems of students

6. Report writing
7. Referrals and agency contacts
8. Community contacts

Subjects

Under pre-ESEA provisions of individual guidance services for children with particular social and emotional adjustment problems, only the most severe cases were reached because of the heavy demands upon, and needs for, these services. With the increased level of service provided by ESEA funding, the guidance consultants were able to provide individual guidance services at or near the rate at which students were referred. Table 2 indicates the number of cases and related types of problems handled by the guidance consultants at the elementary, junior high, and parochial schools.

TABLE 2

Frequencies and Percentages of the Number of Cases and Related Types of Problems Handled by the Consultants in Individual Guidance at ESEA Elementary, Junior High, and Parochial Schools

Group	Number of Cases					Type of Problem										
	Boys		Girls		Total	Behavioral and Personality		Learning Difficulty		Placement		School Reluctance		Family Problem		Total
	N	%	N	%	N	N	%	N	%	N	%	N	%	N	%	N
District Elementary	525	68.0	247	32.0	772	546	38.5	457	32.2	196	13.8	43	3.0	178	12.5	1420
District Junior High	294	69.8	127	30.2	421	320	38.3	286	34.2	32	3.8	94	11.2	104	12.5	836
Parochial Schools	132	70.2	56	29.8	188	126	40.0	98	31.1	49	15.5	10	3.2	32	10.2	315
Total	951	68.9	430	31.1	1381	992	38.6	841	32.7	277	10.8	147	5.7	314	12.2	2571

When examining Table 2, it is important to keep in mind that the case count figures represent an unduplicated count of the number of individuals with whom the guidance consultants worked. Many of these students were seen on an on-going basis, thereby explaining the discrepancy between the number of cases and the types of problems handled by the consultants.

Evaluation Instruments

Staff Questionnaires: Questionnaires covering the several activities of the ESEA program were designed to elicit reactions from staff members involved in the program and were completed near the end of April, 1968, by the administrative personnel, instructional staff members, and counselors of the 14 District ESEA and ESEA--S.B. 28 elementary and junior high schools. In addition, questionnaires related to services provided to the seven parochial schools in the program were completed by the parochial school principals. A section of each questionnaire, consisting of a series of questions germane to individual guidance services has been extracted for use herein as an evaluation device for these services.

The questions asked of the elementary, junior high, and parochial school administrators were designed to determine the extent to which they perceived the individual guidance services being of help to their staffs. The questionnaires for elementary, junior high, and parochial school principals, with response totals and percentages will be found in Appendix I-B.

The questions asked of the elementary school teachers and the junior high teachers and counselors were essentially the same as those asked of the administrators. However, the teachers were asked to indicate how helpful the individual guidance services had been to them individually. The questionnaires for the elementary teachers and the junior high teachers and counselors will be found in Appendices I-B and II-A.

Procedures for the Analysis of Data

Responses to questionnaires were tallied and totals obtained. Percentages were computed and reported in the analysis. The totals of the various responses, together with percentages, appear in the appendices.

Representative percentages of time devoted to the eight activities of the individual guidance consultant, as previously described in this report, were computed from information obtained from a sample of the consultants.

FINDINGS

Elementary Principal and Vice-Principal Questionnaire

Of the 16 elementary principals and vice-principals in the 11 ESEA and ESEA S.B. 28 schools, 14 (87.5%) responded to a set of questions related to individual guidance services. Their responses are presented in Table 3.

TABLE 3

Frequencies and Percentages of Responses of Elementary Principals and Vice-Principals Evaluating the Individual Guidance Services (N=14)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request any services for the Consultant in Individual Guidance?	14	100.0	-	-	-	-
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance?	14	100.0	-	-	-	-
3. Would you have liked more assistance from the Consultant in Individual Guidance?	14	100.0	-	-	-	-
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 schoolyear, how helpful have the services of the Consultant in Individual Guidance been to the staff in:						
4. Assisting them to understand children's behavior?	14	100.0	-	-	-	-
5. Assisting with the development of special plans or programming for individual children in their classes?	13	92.8	1	7.2	-	-
6. Channeling students' efforts toward better achievement and behavior?	13	92.8	1	7.2	-	-
7. Helping them to feel more secure or comfortable working with children?	14	100.0	-	-	-	-
8. Facilitating communications with hard-to-reach parents?	14	100.0	-	-	-	-
9. Securing helpful community services?	14	100.0	-	-	-	-

The response of the 14 elementary administrators was highly supportive of the individual guidance program. There was a 100 per cent "Yes" response to the first three questions, indicating that all respondents requested services, received services, but would have liked even more assistance from the Guidance Consultant.

Elementary Teacher Questionnaire

Responses to the Individual Guidance Services section of the Elementary Teacher Questionnaire were received from 192 ESEA and ESEA-SB28 teachers-70.3 percent of the 275 grade 1-6 teachers. The responses of these teachers are presented in Table 4.

TABLE 4

Frequencies and Percentages of Responses of Elementary Teachers (Grades 1-6) Evaluating the Individual Guidance Services (N=192)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request any services for the Consultant in Individual Guidance?	99	51.6	85	44.3	8	4.1
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance?	94	49.0	88	45.8	10	5.2
3. Would you have liked more assistance from the Consultant in Individual Guidance?	79	84.0	7	7.5	8	8.5
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to you in:						
4. Assisting you to understand children's behavior?	55	58.5	39	41.5	-	-
5. Assisting with the development of special plans or programming for individual children in your class?	46	48.9	48	51.1	-	-
6. Channeling students' efforts toward better achievement and behavior?	36	38.3	57	60.6	1	1.1
7. Helping you to feel more secure or comfortable working with children?	40	42.6	47	50.0	7	7.4
8. Facilitating communications with hard-to-reach parents?	39	41.5	45	47.9	10	10.6
9. Securing helpful community services?	27	28.7	53	56.4	14	14.9

Requests for services were made by 99 (51.6%) teachers. Of these, 94 reported that they received services. Seventy-nine teachers (84%) indicated they would have liked more assistance from the consultant. An examination of responses to questions 4 through 9 reveals that only question 4 received a majority response in the "some-much help" category. Responses to the remainder of the questions were either divided almost equally between the "some-much help" and "little-no help" categories or the majority of responses were in the "little-no help" category.

Elementary Teacher Assistant for Reading Development Questionnaire

All 15 TARD's responded to the questions pertaining the individual guidance services. Table 5 is a compilation of their responses.

TABLE 5

Frequencies and Percentages of Responses of Elementary Teacher Assistants for Reading Development Evaluating the Individual Guidance Services (N=15)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request any services for the Consultant in Individual Guidance?	14	93.3	1	6.7	-	-
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance?	14	93.3	1	6.7	-	-
3. Would you have liked more assistance from the Consultant in Individual Guidance?	13	92.9	1	7.1	-	-
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in:						
4. Assisting them to understand children's behavior?	13	92.9	-	-	1	7.1
5. Assisting with the development of special plans or programming for individual children in their class?	13	92.9	-	-	1	7.1
6. Channeling students' efforts toward better achievement and behavior?	13	92.9	-	-	1	7.1
7. Helping them to feel more secure or comfortable working with children?	11	78.6	-	-	3	21.4
8. Facilitating communications with hard-to-reach parents?	13	92.9	-	-	1	7.1
9. Securing helpful community services?	11	78.6	1	7.1	2	14.3

The individual guidance program of services received strong support from the TARD's. All but one of the TARD's requested the services of the consultant, and all who requested services indicated that they had received them. Thirteen (92.9%) of the TARD's would have liked more services. It is also encouraging to note that of all the responses to questions 4 to 9, only one response was in the "little-no help" category.

Junior High Administrator Questionnaire

Of the eight ESEA junior high school principals and vice-principals, six responded to the questions related to individual guidance services. The responses of these administrators are presented in Table 6.

TABLE 6

Frequencies and Percentages of Responses of Junior High Administrators Evaluating the Individual Guidance Services (N=6)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request any services for the Consultant in Individual Guidance?	6	100.0	-	-	-	-
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance?	6	100.0	-	-	-	-
3. Would you have liked more assistance from the Consultant in Individual Guidance?	3	50.0	2	33.3	1	16.7
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in:						
4. Assisting them to understand student's behavior?	5	83.3	1	16.7	-	-
5. Planning useful steps in working with students?	6	100.0	-	-	-	-
6. Channeling students' efforts toward better achievement and behavior?	6	100.0	-	-	-	-
7. Helping them to feel more secure or comfortable working with children?	5	83.3	1	16.7	-	-
8. Facilitating communications with hard-to-reach parents?	5	83.3	1	16.7	-	-
9. Securing helpful community services?	6	100.0	-	-	-	-
10. Assisting with the development of special plans or programming for individual students?	6	100.0	-	-	-	-

Examination of the data presented in Table 6 reveals that the junior high school administrators strongly supported the degree to which the guidance consultants had been of help to the instructional staff.

Junior High Teacher Questionnaire

Thirty-five English and reading teachers (94.6%) responded to the questions pertaining to individual guidance services. Their responses appear in Table 7. Also included with this group are the responses of the three Teacher Assistants for Language Development (TALD's).

TABLE 7

Frequencies and Percentages of Responses of Junior High Teachers Evaluating the Individual Guidance Services
(N=38)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request any services for the Consultant in Individual Guidance?	20	52.6	14	36.9	4	10.5
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance?	22	57.9	16	42.1	-	-
3. Would you have liked more assistance from the Consultant in Individual Guidance?	13	59.1	-	-	9	40.9
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to you in:						
4. Assisting you to understand student's behavior?	18	81.8	4	18.2	-	-
5. Planning useful steps in working with students?	14	63.7	6	27.3	2	9.0
6. Channeling students' efforts toward better achievement and behavior?	15	68.2	4	18.2	3	13.6
7. Helping you to feel more secure or comfortable working with students?	15	68.2	7	31.8	-	-
8. Facilitating communications with hard-to-reach parents?	8	36.4	9	40.9	5	22.7
9. Securing helpful community services?	7	31.8	7	31.8	8	36.4
10. Assisting with the development of special plans or programming for individual students?	10	45.4	4	18.2	8	36.4

It will be observed from Table 7 that the majority of the junior high school teachers found the services of the guidance consultant to be of "some-much help" in the areas delimited in questions 4-7. However, the responses to questions 8-10 are somewhat less favorable, with particularly high percentage of response occuring in the "don't know" category.

Junior High Counselor Questionnaire

Each of the 13 ESEA junior high school counselors responded to the same set of questions related to individual guidance services as did the junior high teachers. The responses of the counselors are presented in Table 8.

TABLE 8

Frequencies and Percentages of Responses of Junior High Counselors Evaluating the Individual Guidance Services (N=13)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request any services for the Consultant in Individual Guidance?	11	84.6	1	7.7	1	7.7
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance?	12	92.3	-	-	1	7.7
3. Would you have like more assistance from the Consultant in Individual Guidance?	10	76.9	1	7.7	2	15.4
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to you in:						
4. Assisting you to understand student's behavior?	11	84.6	2	15.4	-	-
5. Planning useful steps in working with students?	8	61.5	4	30.8	1	7.7
6. Channeling students' efforts toward better achievement and behavior?	9	69.2	3	23.1	1	7.7
7. Helping you to feel more secure or comfortable working with students?	6	46.2	6	46.2	1	7.7
8. Facilitating communications with hard-to-reach parents?	11	84.6	2	15.4	-	-
9. Securing helpful community services?	12	92.3	1	7.7	-	-
10. Assisting with the development of special plans or programming for individual students?	11	84.6	2	15.4	-	-

Examination of Table 8 reveals that the overall response of the junior high counselors was strongly supportive of the services provided by the Department of Individual Guidance.

Parochial Principal Questionnaire

Principals of the seven elementary parochial schools were also asked to evaluate the individual guidance services provided by the District under ESEA auspices. Their responses appear in Table 9.

TABLE 9

Frequencies and Percentages of Responses of Parochial School Principals Evaluating the Individual Guidance Services (N=7)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request any services for the Consultant in Individual Guidance?	6	85.7	1	14.3	-	-
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance?	6	85.7	1	14.3	-	-
3. Would you have liked more assistance from the Consultant in Individual Guidance?	5	83.3	-	-	1	16.7
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in:						
4. Assisting them to understand children's behavior?	4	66.7	1	16.7	1	16.7
5. Assisting with the development of special plans or programming for individual children in their classes?	3	50.0	2	33.3	1	16.7
6. Channeling students' efforts toward better achievement and behavior?	4	66.7	-	-	2	33.3
7. Helping them to feel more secure or comfortable working with children?	4	66.7	1	16.7	1	16.7
8. Facilitating communications with hard-to-reach parents?	4	66.7	1	16.7	1	16.7
9. Securing helpful community services?	4	66.7	1	16.7	1	16.7

It is evident from the responses in Table 9 that the parochial school principals found the services of the individual guidance consultant to be of valuable assistance to their staff members in working with children.

Service Time Percentages

Time percentages for the eight general types of services provided by the guidance consultants at the elementary, junior high, and parochial school components of the ESEA project are outlined in Table 10.

TABLE 10

Percentages of Time Devoted to the Eight General Types of Services Provided by the Guidance Consultant

Type of Service	Percentage of Time
Individual Casework	40%
Group Guidance	10%
Parent Conferences	15%
Consultation with School Staff	15%
Inservice Training	5%
Report Writing	5%
Referrals/Agency Contacts	6%
Community Contacts	4%
Total	100%

It will be observed that 50% of the consultants' time was spent working directly with referred students, while 40% was spent in those areas representing indirect work with and/or about students. These are important observations for if social and emotional adjustment problems are to be dealt with effectively, there must be positive, direct relationships established with those youngsters experiencing difficulty as well as their parents and teachers.

Adequacy of the Level of Individual Guidance Services

A section of each of the elementary and junior high school staff questionnaires asked each respondent to indicate his or her opinion of the adequacy of the present level of individual guidance services. The results of the response for the 1967-68 school year, as well as the responses of 1966-67 school year, are presented in Table 2.

TABLE 11

Frequencies and Percentages of Responses of All Respondents Evaluating the Adequacy of the Level of Individual Guidance Services

Group		Less Servic Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
	Year	N	%	N	%	N	%	N	%	N	%	N
Elementary Principals and Vice-Principals	66-67	-	-	5	33.3	10	66.7	-	-	-	-	15
	67-68	-	-	2	15.4	11	84.6					13
Elementary Teachers	66-67	3	1.1	46	16.3	198	69.9	27	9.5	9	3.2	283
	67-68	-	-	23	16.1	102	71.3	15	10.5	3	2.1	143
Elementary TARD's	67-68	-	-	1	10.0	8	80.0	-	-	1	10.0	10
Junior High Administrators	66-67	-	---	2	66.7	1	33.3	-	-	-	-	3
	67-68	-	-	4	66.7	2	33.3	-	-	-	-	6
Junior High Teachers & TALD's	66-67	4	9.3	9	20.9	24	55.8	5	11.6	1	2.3	43
	67-68	1	2.7	7	18.4	26	68.4	4	10.5	-	-	38
Junior High Counselors	66-67	-	-	5	33.3	9	60.0	-	-	1	6.7	15
	67-68	-	-	3	23.1	9	69.2	-	-	1	7.7	13
Total	66-67	7	1.9	67	18.7	242	67.4	32	8.9	11	3.1	359
	67-68	1	0.5	40	17.9	158	70.9	19	8.5	5	2.2	223

Examination of Table 11 points out a general consensus as to the need for more individual guidance services. The one notable exception is the response pattern of the junior high school administrators. During the 1966-67 school year, two of the three principals indicated that the level of service was adequate while the third indicated a need for more service. During the 1967-68 school year, when three vice-principals' responses were added to this response group, the percentages remained the same; with four indicating the present level as adequate and two calling for more services. This variation on the part of the junior high school administrators may be a reflection of the provision of a consultant on a three and one-half day a week basis at each of the three junior high schools, while the elementary schools had somewhat more modest consultant time provisions. In all other groups, the 1967-68 percentages of responses in the "more services needed" category increased substanially. It will also be noted that in the 1966-67 questionnaire seven teachers felt that less individual guidance service was needed; however, only one teacher responded in that category in 1967-68.

SUMMARY AND RECOMMENDATIONS

ESEA augmentation of the services of the Department of Individual Guidance and Attendance at the elementary, junior high, and parochial Target Area schools has significantly reduced the guidance consultant-student ratios to a level facilitating:

1. The service of greater numbers of children having serious social, emotional, attendance, and concomitant learning problems
2. Increased interaction between the guidance personnel and instructional staff
3. A more intensive type of service than was heretofore possible

Principals, teachers, and counselors who received services from the consultants generally indicated that the services provided were of considerable help in dealing with the educational problems facing socially and emotionally disturbed disadvantaged students.

Of particular note, is the 70.9% response of all ESEA principals, teachers, and counselors expressing the need for more individual guidance services than were provided during the 1967-68 academic year. In addition, 137 (92.6%) of the 148 staff members responding checked "Yes" for question 3, "Would you have liked more assistance from the Consultant in Individual Guidance?"

In view of the findings of this study, the following recommendations are offered for possible consideration:

1. That the present level of service at the elementary, junior high, and parochial schools be increased if finances permit
2. That continued effort be made to involve the guidance consultants and instructional staff in a more interactive role to further enhance the comprehensive team approach being utilized in this program of compensatory education.

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EVALUATION OF PSYCHOLOGICAL EVALUATION SERVICES

INTRODUCTION

Psychological diagnostic testing services, at a level in excess of pre-ESEA provisions were continued for the 1967-68 school year through the use of ESEA Title I funds. The rationale for expanding the level of professional psychological service was to facilitate increased psychological diagnosis of individual students' educational problems, as well as to provide relevant data on students' social and emotional adjustment for both the instructional staff and parents.

The psychologists, working in conjunction with the instructional and other supportive services staff, sought realization of the following objectives:

1. Aiding in the diagnosis of learning problems, particularly in the areas of reading and language development

2. Assisting in the evaluation of students demonstrating high potential

3. Sharing and interpreting relevant psychological test data with guidance consultants, counselors, teachers, students, parents (when requested), and administrators

4. Helping the individual child develop positive attitudes toward learning by suggesting techniques for remediation and/or amelioration

5. Interpreting individual students' learning problems to instructional and supportive services personnel

6. Assisting in the inservice training program for the instructional staff related to psychological problems affecting learning

PROCEDURE

Program Description

A total of 4.7 full-time equivalent psychologists---1.2 provided by regular district funds and 3.5 funded by ESEA Title I---have provided diagnostic service in the eleven elementary and three junior high target area schools during the 1967-68 school year. Of the 3.5 positions funded by ESEA Title I, 2.0 were assigned to the eleven elementary schools and 1.5 provided service at the three junior high schools. ESEA funds provided similar services at the elementary level last year; however, junior high services were reduced from 3.0 to 1.5 positions for the current year.

Prior to the inception of the ESEA program the psychologist-student ratio was approximately 1:8000, far from being sufficient. With the addition of the above-mentioned positions for 1967-68, the ratios of psychologist to students in the elementary and junior high Target Area schools were reduced to roughly 1:3000 and 1:2000 respectively. The 1:2000 ratio at the junior high schools and the 1:3000 ratio at the elementary schools is a marked improvement over prior allocations, but is still somewhat short of ideal.

The augmented psychological staff at the elementary and junior high school levels provided an opportunity for the psychologists to work with greatly increased numbers of students, thereby providing special, individual diagnostic data on a number of students for whom such information was heretofore unavailable.

Each psychologist was assigned to work as an integral part of the instructional and supportive services team. Functioning in this manner, the psychologists were able not only to administer and write reports on individual reading, intelligence, personality, and other diagnostic tests, but also to work with staff members in interpreting the findings and providing specific recommendations for overcoming or circumventing students' educational, social, and emotional problems interfering with school performance.

Subjects

Under pre-ESEA provisions for testing children with particular learning difficulties and/or potential, only the most exceptional cases were reached due to the heavy demands and needs for these services. With the increased level of service provided by ESEA funding, the psychologists were able to provide diagnostic evaluation on students at or near the rate at which they were referred.

Table 1 indicates the service count figures for both the elementary and junior high school levels for the 1966-67 and 1967-68 school years.

TABLE 1

Psychological Service Count for ESEA
Elementary and Junior High Schools

LEVEL	NUMBER OF STUDENTS SERVED DURING 1966-67	NUMBER OF STUDENTS SERVED DURING 1967-68
Elementary	685	687
Junior High	308	149
Total	993	836

When examining Table 1, it is important to keep in mind that the figures represent only those students contacted for whom official psychological reports were written. Additional numbers of youngsters were served on an "unofficial" basis as the psychologist worked at the school site with the students and the instructional and supportive services staff. It is, however, important to note that the number of junior high students served decreased by approximately 50 percent.

Evaluation Instruments

Staff Questionnaires: Questionnaires covering the several activities of the ESEA program were designed to elicit reactions from staff members involved in the program and were completed during the latter part of April, 1968 by the administrative personnel, instructional staff members, and counselors of the 14 ESEA and ESEA-SB 28 schools. A section of each questionnaire, consisting of a series of questions related to the value of the psychological services, has been extracted for use herein as an evaluation device for these services. The questionnaires, with response totals and percentages will be found in Appendix I.

The questions asked of elementary and junior high school principals and vice principals were designed to determine the extent to which they perceived the psychological services being of help to their staffs. The questions asked of the elementary and junior high school teachers and junior high counselors were essentially the same as those asked of the elementary and junior high principals. However, the teachers and counselors were asked to indicate how helpful the psychological services had been to them individually.

Psychologist's Daily Log: Each ESEA assigned psychologist maintained a daily log in which was recorded the amount of time, in quarters of hours, devoted to the following activities:

I. Test Administration
II. Test Interpretation
III. Conferences
IV. Report Writing
V. Conducting Inservice Meetings
VI. Data Gathering (Other than testing)
VII. Miscellaneous

The information included in these logs was summarized for both the elementary and junior high psychologists and is included in the FINDINGS section of this report.

Procedures for the Analysis of Data

Responses to questionnaires were tallied and totals obtained. Percentages were computed and reported in the analysis. The totals of the various responses, together with percentages, appear in the appendices.

FINDINGS

Elementary Principal and Vice-Principal Questionnaire

The responses of 14 elementary principals and vice principals at the 11

ESEA and ESEA-SB 28 schools receiving augmented psychological services are presented in Table 2. These 14 responses represent 87.5 percent of the 16 ESEA elementary principals and vice principals.

TABLE 2

Frequencies and Percentages of Responses of Elementary Principals and Vice Principals Evaluating the Research Department Psychological Services (N=14)

QUESTION	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request the services of a Research Department Psychologist?	13	92.9	1	7.1	-	-
2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist?	13	92.9	1	7.1	-	-
3. Would you have liked more assistance from a Research Department Psychologist?	8	61.5	3	23.1	2	15.4
	Some/Much Help		Little/ No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in:						
4. Providing aid in the early diagnosis of learning problems?	12	92.3	1	7.7	-	-
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	9	69.2	4	30.8	-	-
6. Assisting in the evaluation of social and educational adjustment of pupils?	12	92.3	1	7.7	-	-
7. Assisting with the evaluation of high and low potential students?	13	100.0	-	-	-	-
8. Providing follow-up information on testing services?	12	92.3	1	7.7	-	-

It will be observed from Table 2 that 13 of the 14 principals and vice-principals indicated that they requested the services of the psychologist during the school year, and all 13 stated that they received the services requested. Only those who checked "Yes" for question 2 were instructed to complete questions 3 and 8. There is near unanimity among the administrators that the services provided by the psychologists were of "some" or "much" help, thereby establishing strong support for the value of these services.

Elementary Teacher Questionnaire

Responses to the Psychological Services section of the Elementary Teacher Questionnaire were received from 192 ESEA and ESEA-SB28 teachers--70.3 percent of the 273 grades 1 - 6 teachers. The responses of this group appear in Table 3.

TABLE 3

Frequencies and Percentages of Responses of Elementary Teachers (Grades 1-6) Evaluating the Research Department Psychological Services (N=192)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request the services of a Research Department Psychologist?	108	56.3	74	38.5	10	5.2
2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist?	107	55.7	72	37.5	13	6.8
3. Would you have liked more assistance from a Research Dept. Psychologist?	76	71.0	20	18.7	11	10.3
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful has the Research Department Psychologist been to you in:						
4. Providing aid in the early diagnosis of learning problems?	64	59.8	38	35.5	5	4.7
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	42	30.2	60	56.1	5	4.7
6. Assisting in the evaluation of social and educational adjustment of pupils?	63	58.9	41	38.3	3	2.8
7. Assisting with the evaluation of high and low potential students?	67	62.6	35	32.7	5	4.7
8. Providing follow-up information on testing services?	62	57.9	41	38.3	4	3.8

An examination of the responses to questions 1 and 2 in Table 3 reveal that 108 teachers requested the services of the psychologist and 107 teachers received such services. Only those teachers who checked "Yes" for question 2 were instructed to complete questions 3 - 8. The majority of teachers felt the psychologist was of "some" or "much" help in all areas except "developing and/or providing useful remedial techniques for teacher use with students with learning problems"---56.1 percent felt the psychologist was of "little" or "no" help in this latter area.

Elementary Teacher Assistant for Reading Development Questionnaire

A Teacher Assistant for Reading Development was assigned to each of ten of the eleven ESEA and ESEA-SB 28 schools. In addition, five TARD's were assigned to the special elementary "Demonstration School" described in Chapter I. The responses of these 15 "reading assistants" appear in Table 4.

TABLE 4

Frequencies and Percentages of Responses of Elementary Teacher Assistants for Reading Development Evaluating the Research Department Psychological Services (N = 15)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request the services of a Research Department Psychologist?	12	80.0	2	13.3	1	6.7
2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist?	11	73.4	2	13.3	2	13.3
3. Would you have liked more assistance from a Research Dept. Psychologist?	8	72.7	-	-	3	27.3
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in						
4. Providing aid in the early diagnosis of learning problems?	11	100.0	-	-	-	-
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	9	81.8	2	18.2	-	-
6. Assisting in the evaluation of social and educational adjustment of pupils?	11	100.0	-	-	-	-
7. Assisting with the evaluation of high and low potential students?	11	100.0	-	-	-	-
8. Providing follow-up information on testing services?	10	90.9	1	9.1	-	-

Examination of Table 4 reveals that all but one TARD received the psychological services they requested. All who responded to question 3, said they would have liked more assistance from the psychologist. The TARD'S were also very favorable in evaluating the psychologist's services listed in questions 4 - 8.

Junior High Administrator Questionnaire

Six ESEA junior high principals and vice-principals responded to six questions related to psychological services. Three principals and five vice-principals are assigned to the three ESEA schools. Responses were made by all principals and three of the five vice-principals. The responses of these administrators are presented in Table 5.

TABLE 5

Frequencies and Percentages of Responses of Junior High School Administrators Evaluating the Research Department Psychological Services (N = 6)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request the services of the Research Dept. Psychologist?	5	83.3	1	16.7	-	-
2. During the 1967-68 school year, did you receive the services of the Research Dept. Psychologist?	5	83.3	1	16.7	-	-
3. Would you have liked more assistance from the Research Dept. Psychologist?	3	60.0	1	20.0	1	20.0
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful has the Research Dept. Psychologist been to the staff in:						
4. Interpreting data obtained from psychological testing?	5	100.0	-	-	-	-
5. Interpreting individual students' learning problems?	4	80.0	-	-	1	20.0
6. Providing inservice training on psychological problems related to learning?	4	80.0	1	20.0	-	-

Five of the six administrators stated that they requested the services of the psychologist during the school year, and all five indicated that they received the services requested. Only those who checked "Yes" for question 2 were instructed to complete questions 3 - 6. It will also be noted from Table 5 that all but one response to questions 4, 5 and 6 occurs within the "Some-Much Help" category, thereby providing strong support for the value of these services.

Junior High Teacher Questionnaire

Thirty-five English and Reading Teachers (94.6% of 37) responded to the six questions listed in Table 6. Also included with this group are the responses of the three Teacher Assistants for Language Development.

TABLE 6

Frequencies and Percentages of Responses of Junior High School Teachers Evaluating the Research Department Psychological Services (N = 38)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request the services of the Research Dept. Psychologist?	24	63.2	11	28.9	3	7.9
2. During the 1967-68 school year, did you receive the services of the Research Dept. Psychologist?	29	76.3	9	23.7	-	-
3. Would you have liked more assistance from the Research Dept. Psychologist?	23	79.3	1	3.4	5	17.2
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful has the Research Dept. Psychologist been to you in:						
4. Interpreting data obtained from psychological testing?	22	75.9	5	17.2	2	6.9
5. Interpreting individual students' learning problems?	22	75.9	5	17.2	2	6.9
6. Providing inservice training on psychological problems related to learning?	16	55.2	10	34.5	3	10.3

Responses to questions 1 and 2 indicate that those teachers who requested the services of the psychologist received such services. In addition, services were provided to some teachers without the need of a formal request. Only those teachers who checked "Yes" for question 2 were instructed to complete questions 3 - 6. Almost 80 percent of the teachers indicated they would have liked more assistance from the psychologist. Seventy-five percent felt the psychologist has been "some" or "much" help in interpreting data obtained from psychological testing, and in interpreting individual students' learning problems.

Junior High Counselor Questionnaire

Each of the 13 ESEA junior high school counselors responded to the same set of questions related to psychological services as did the junior high teachers. Their responses are presented in Table 7.

TABLE 7

Frequencies and Percentages of Responses of Junior High School Counselors Evaluating the Research Department Psychological Services (N = 13)

Question	Yes		No		No Response	
	N	%	N	%	N	%
1. During the 1967-68 school year, did you request the services of the Research Department Psychologist?	12	92.3	-	-	1	7.7
2. During the 1967-68 school year, did you receive the services of the Research Department Psychologist?	11	84.6	1	7.7	1	7.7
3. Would you have liked more assistance from the Research Dept. Psychologist?	7	53.8	4	30.8	2	15.4
	Some-Much Help		Little-No Help		Don't Know	
	N	%	N	%	N	%
During the 1967-68 school year, how helpful has the Research Department Psychologist been to you in:						
4. Interpreting data obtained from psychological testing?	13	100.0	-	-	-	-
5. Interpreting individual students' learning problems?	13	100.0	-	-	-	-
6. Providing inservice training on psychological problems related to learning?	7	53.8	4	30.8	2	15.4

Twelve counselors responded to question 1, and all 12 indicated that they requested psychological services during the year. Eleven said they received the requested services (question 2). Examination of items 4 and 5 of Table 7 indicated that counselors considered the assistance of the psychologist to be of considerable help in the areas of interpreting psychological testing data and interpreting students' learning problems.

Psychologist's Daily Log

Time percentages for the seven activities included in the Psychologist's Daily Log are presented in Table 8, and include a breakdown for both the elementary and junior high school psychologists for the three years of the ESEA program.

TABLE 8

Percentage of Time Spent by Elementary and Junior High Psychologists for Each Of the Seven Activities Included in the Psychologist's Daily Log

Activity	Year	Percentage of Time Devoted	
		Elementary	Junior High
I. Test Administration	1966	56.0	25.3
	1966-67	61.6	34.1
	1967-68	52.8	44.8
II. Test Interpretation	1966	1.2	3.0
	1966-67	3.1	5.0
	1967-68	4.0	3.1
III. Conferences	1966	9.9	29.2
	1966-67	10.6	26.2
	1967-68	10.5	20.1
IV. Report Writing	1966	19.8	14.1
	1966-67	19.0	19.5
	1967-68	25.5	19.8
V. Inservice Meetings	1966	0.1	2.0
	1966-67	0.7	1.2
	1967-68	0.1	4.4
VI. Data Gathering (other than testing)	1966	5.2	15.8
	1966-67	2.8	7.2
	1967-68	4.5	4.0
VII. Miscellaneous	1966	7.8	10.6
	1966-67	2.2	6.8
	1967-68	2.6	3.8

An examination of Table 8 illustrates some basic differences in the work pattern of the elementary and junior high psychologists and also indicates some work pattern differences resluting from the reduction of services at the junior high level this year. During the first two years of the ESEA program, the percentage of time for "Test Administration" was considerably higher at the elementary level than at the junior high schools. This was to be expected inasmuch as the elementary school youngsters generally lack the history of test results accumulated by junior high school students. However, with only a half-time position at each junior high school during the 1967-68 school year, the percentage of time devoted to "Test Administration" was similar at each level. Consequently, the junior high psychologists were not able to spend as much time in test interpretation and conferences with students, parents, teachers, counselors and administrators.

Adequacy of the Level of Psychological Services

A section of the staff questionnaires asked each respondent to indicate his or her opinion of the present level of psychological testing services. The results of the responses for both 1966-67 and 1967-68 are presented in Table 9.

TABLE 9

Frequencies and Percentages of Responses of All Respondents Evaluating the Adequacy of the Level of Psychological Testing Services

		Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
	Year	N	%	N	%	N	%	N	%	N	%	N
1. Elem. Principals Vice Principals	66-67	-	-	11	73.3	4	26.7	-	-	-	-	15
	67-68	-	-	7	53.8	6	46.2	-	-	-	-	13
2. Elem. Teachers	66-67	2	0.7	84	29.7	141	49.8	48	17.0	8	2.8	283
	67-68	1	0.7	38	26.6	79	55.2	22	15.4	3	2.1	143
3. Elem. TARD	67-68	-	-	4	40.0	5	50.0	-	-	1	10.0	10
4. Jr. High Principals, V. Principals *	66-67	3	100.0	-	-	-	-	-	-	-	-	3
	67-68	-	-	2	33.3	4	66.7	-	-	-	-	6
5. Jr. Hi. Teachers	66-67	6	13.9	12	27.9	19	44.2	5	11.6	1	2.3	43
	67-68	2	5.3	6	15.8	26	68.4	4	10.5	-	-	38
6. Jr. High Counselors	66-67	1	6.7	9	60.0	4	26.7	-	-	1	6.7	15
	67-68	-	-	2	15.4	10	76.9	1	7.7	-	-	13
TOTALS	66-67	12	3.3	116	32.3	168	46.8	53	14.8	10	2.8	359
	67-68	3	1.3	59	26.5	130	58.3	27	12.1	4	1.8	223

* 1966-67 figures were for principals only.

It will be observed from Table 9 that in all groups of respondents, the percentage of those indicating "More Service Needed" increased over the 1966-67 levels. This was most evident at the junior high level. The previous year, the principals were unanimous in the belief that less service was needed. After experiencing a year with a 50 percent reduction in psychological services, 66.7% of the principals and vice-principals felt that additional services were needed. The percentage of junior high teachers who felt there should be more services increased from 44.2 percent to 68.4 percent; while 76.9 percent of the counselors favored more services as opposed to the 26.7 percent who favored an increase the previous year.

SUMMARY AND RECOMMENDATIONS

ESEA augmentation of psychological evaluation services at both the elementary and junior high target area schools has reduced the psychologist-student ratio to a level whereby greater numbers of disadvantaged children having social, emotional, and educational problems have served than was possible under pre-ESEA provisions for these services.

Principals, teacher assistants for reading development, teachers, and counselors at both elementary and junior high levels indicated quite strongly that the service provided by the psychologists was of considerable help to them in their educational endeavors with children. The same groups of school personnel reacting to the adequacy of the present level of psychological services generally expressed a desire for more of these services. This was particularly significant at the junior high level where the previous year, a recommendation was made for less services.

In view of the results of this study, the following recommendations are offered for consideration:

1. That the present level of service be maintained at the elementary schools with the possibility, if funds are available, of an additional position or half-position being added so that more psychologist time will be available for test interpretation and conferences.

2. That the level of service at the junior high schools be increased from 1.5 positions to 2.0 positions, if funds are available.

3. That continued effort be made to involve the psychologists and other supportive service personnel, and the instructional staff more intimately in the comprehensive team approach to overcoming the learning problems of disadvantaged youngsters.

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WBW:ag

EVALUATION OF LIBRARY AND INSTRUCTIONAL MEDIA SERVICES

INTRODUCTION

The expanded library services at both the ESEA elementary and junior high schools were continued during the 1967-68 school year as part of the supportive and auxiliary services of the Oakland Public Schools' ESEA Program of Compensatory Education. These services were designed to supplement the remedial and corrective programs of reading and language in the Target Area elementary and junior high schools.

The major emphasis at both the elementary and secondary levels was placed upon the stimulation of increased interest in reading and literature and the provision of additional information, guidance and assistance to students and teachers in their use of the library.

PROCEDURE

Program Description - Elementary

A total of eight and one half library positions were funded through ESEA Title I to service eleven ESEA elementary schools. As a result, six elementary schools received the services of a professional librarian five days per week, one school three days per week, three schools two and one half days per week and one school two days per week. Prior to ESEA Title I funding, all libraries were maintained by classroom teachers in addition to their regular classroom duties.

Library activities of the ESEA elementary librarians varied from school to school. Generally the professional librarians provided library orientation instruction and information, read or told stories to students, taught library skills, provided assistance to teachers in the development of high interest materials, maintained library displays and initiated orders for library books and other related materials. Additional activities consisted of special presentations in classrooms, presentation of new materials at faculty meetings, conducting or supervising book clubs and related activity groups after school, as well as being available for consultation with teachers on curriculum resource materials. One school librarian, in addition to the daily circulation of books, initiated a program involving the curculation of small items of AV materials, mainly projectors and filmstrips, among students for overnight use.

The scheduling of class visitations to the libraries by the professional librarians also varied from school to school. Some librarians made the library available to students at all grade levels whenever class work and classroom procedures made voluntary utilization of the library feasible. Other librarians scheduled class visits in the primary grades, but maintained an unscheduled program in the upper grades, while still other librarians scheduled class visits at all grade levels. In addition, some libraries were made available to students before and after school for book circulation, while others provided for book circulation only during school hours.

All but two of the ESEA librarians, one full time and one half time, received the services of one non-professional person designated as a library aide. These aides provided from one half to three hours of assistance in the libraries each day, five days per week.

One library specialist, with the title of Instructional Media Specialist (IMS), was located in the central Audio-Visual Office, and worked primarily with elementary schools. The duties of this specialist included coordinating the selections of audio-visual materials for ESEA elementary and secondary schools, cataloging materials, and providing consultant service in the use of audio-visual materials in all ESEA schools.

Program Description - Junior High

As a result of three full-time library positions being made available at the junior high school level, one library specialist, designated as an Instructional Media Specialist (IMS), was added to the existing library staff at each of the three ESEA junior high schools. To provide for more comprehensive and enriched facilities and service, a "media center," consisting of additional visual and listening materials and equipment, was developed in each of the school libraries.

The Instructional Media Specialist, working in conjunction with the language department and the library, coordinated all library materials with the language development program. The Instructional Media Specialist was also responsible for the selection and maintenance of the audio-visual equipment and materials in the "media center," as well as being available for emergency problems arising from teacher use of audio-visual equipment. In addition, the Instructional Media Specialist provided special programs and presentations to classes, supervised students within the library, selected materials relating to particular curriculum needs for teachers in all departments, devised and developed new audio-visual aides for students and teachers, and previewed new audio-visual materials for the "media centers."

Since media centers were located within or adjacent to the junior high school libraries, many of the activities mentioned in the preceding paragraph were conducted in conjunction with junior high librarians. The degree of correlated activities and IMS-Librarian interdependence varied between the ESEA junior high schools but was still apparent. Also the scope and nature of IMS services embraced all areas and departments of the junior high curriculum with the major emphasis in the language department.

One non-professional person, designated as a library aide, was employed in each library to provide assistance to library personnel three hours per day, five days per week.

Evaluation Instruments

Library Skills Test: A locally developed library skills test was administered to all fifth grade students in six ESEA elementary schools and three non-ESEA elementary schools. The purpose of the test was to assess student acquisition of library skills in libraries with diversified programs and procedures of library skills instruction. The nine schools had both varying amounts of weekly service and assistance from a professional librarian and dissimilar student library attendance patterns.

Three of the six ESEA elementary schools received the services of a professional librarian five days per week, while the other three received professional service and assistance two and one half days per week. The three non-ESEA elementary schools received no assistance or service from a professional librarian.

Staff Questionnaires: Staff questionnaires relating to the activities and services of the various components of the ESEA project were distributed in April, 1968 to staff members in each of the eleven ESEA and ESEA-SB 28 elementary schools, and in each of the three ESEA junior high schools. These questionnaires provided administrative and instructional staff members an opportunity to evaluate the effectiveness of the various ESEA services offered.

For purposes of analysis, elementary school questionnaires were grouped into the categories of: (1) Principals and Vice Principals, (2) Teacher Assistants in Reading Development, (3) Teachers of Grades 1 through 6, and (4) Kindergarten Teachers. Junior high school questionnaires were grouped into the categories of: (1) Junior High Principals and Vice Principals and (2) Teachers of Grades 7 through 9.

Sections of each questionnaire related to the services of the school librarian have been extracted for use in determining the effectiveness of library services.

Copies of the elementary and junior high questionnaires with frequency totals and percentages are included in Appendix I.

Library Circulation Records

Six ESEA elementary school librarians recorded the daily circulation of library books for one week each of six months of the 1967-68 school year. Three non-ESEA elementary school teacher librarians recorded identical data for the same period of time.

Three of the six ESEA elementary schools recording data received the services of a professional librarian five days per week, while the other three received services of a professional librarian two and one half days per week. The three non-ESEA elementary school libraries received no assistance or service from a professional librarian.

Three ESEA junior high school libraries and three non-ESEA junior high school libraries recorded similar circulation data and for the same period of time as the elementary schools. The three ESEA junior high schools had the added presence of an IMS in each library in addition to the regular library staff.

A copy of the Library Circulation form is included in Appendix II-A-6.

Contacts, Services and Use of Materials Report

Librarians and Instructional Media Specialists in the three ESEA junior high schools maintained records relating to: (1) the number of daily student and teacher contacts, (2) activities involving services to students and teachers, and (3) student and teacher utilization of materials and equipment from the "media center." These data were recorded for one week each of six months of the 1967-68 school year.

A copy of the Contacts, Services and Use of Materials Form is included in Appendix II-A-8.

Procedures for Analysis of Data

Library Skills Test: Scores of students taking the Library Skills Test were divided into three groupings:

1. Scores of students in schools with no professional librarian assigned to the library
2. Scores of students in schools with a professional librarian assigned to the library two and one half days per week
3. Scores of students in schools with a professional librarian assigned five days per week

Averages were then computed for each of the groups under study. It was hypothesized that significant differences would be found in the performance of the three groups and that these differences would reflect the differing levels of librarian service. An analysis of covariance procedure was used to assess the significance of any differences. Since intergroup differences in performance on the Library Skills Test may have been a function of differences in reading ability, STEP Reading Test scores were used as a covariate control to make adjustments in the observed Library Skills Test score averages of the three groups. Statistical analyses were then performed on adjusted group mean scores.

The results of this analysis appear in the FINDINGS.

Library Circulation Records: Circulation data for the elementary schools was divided into three categories: (1) ESEA schools with a professional librarian assigned five days per week, (2) ESEA schools with a professional librarian assigned two and one half days per week and (3) non-ESEA schools with no professional librarian assigned.

Circulation data for the junior high schools was divided into two categories: (1) ESEA junior high schools with a professional librarian plus an Instructional Media Specialist and (2) non-ESEA junior high schools with a professional librarian, but no Instructional Media Specialist.

Daily circulation figures for both elementary and junior high schools were averaged for the the six-month period and an estimated average circulation of books per child based upon the total enrollment at each school site appears in the FINDINGS.

Contacts, Services, and Use of Materials: Because of the correlated nature of their activities with students and teachers, all data recorded by the IMS and the librarian relating to professional contacts, service and materials were analyzed as a combined total.

Professional contacts were analyzed according to their type and number, while services and materials were analyzed as to type and frequency.

Total numbers and percentages of professional contacts and total frequencies of services and materials appear in the FINDINGS.

Staff Questionnaires: Responses to five items pertaining to services of the professional librarian assigned to each ESEA elementary school and the Instructional Media Specialist assigned to each ESEA junior high school were tallied from elementary and junior high questionnaires. Responses to each item were analyzed according to the four rating categories of: No Help, Little Help, Some Help, or Much Help. All responses were totaled and such totals with their percentages appear in the FINDINGS.

Responses to one item pertaining to the adequacy of the level of librarian or IMS services were tallied from each elementary and junior high questionnaire. Responses in each category were analyzed according to the three rating categories: Less Service Needed, Present Services Adequate, or More Services Needed. All responses were totaled and such totals with their percentages appear in the FINDINGS.

FINDINGS

Library Skills Test: A total of 465 fifth grade students were administered the locally developed Library Skills Test in the spring of the 1967-68 school year. These students were "equated" statistically on a reading test administered earlier in the fall of the 1967-68 school year. The 465 students were then divided into the three groupings based upon their contact with a professional librarian.

Table 1 presents the mean values, standard deviations, intergroup rank of the adjusted mean value, F value and P (probability) value for total-distribution covariance analysis of Library Skills Test scores.

TABLE 1

Adjusted and Unadjusted Means, Standard Deviations, F Ratio and P Value from Covariance Analysis of Total Distributions of Library Skills Scores at Grade 5

Group	STEP Reading 10/67 Converted Scores		Library Skills 5/68 Raw Scores		
	Mean (Actual)	Stand. Devia. (Actual)	Mean (Actual)	Stand.Devia. (Actual)	Mean (Adjusted)
No Professional Librarian	241.1	13.5	34.1	8.6	33.8 (3)
Half-Time Professional Librarian	239.7	14.0	37.9	10.1	38.2 (1)
Full-Time Professional Librarian	240.1	9.8	33.9	10.6	34.0 (2)

$$F = \frac{753.28}{65.54} = 11.49 \qquad p < .01$$

The rankings would indicate that the library skills scores were roughly the same between students attending libraries with a full librarian and those with no librarian, while those with half-time librarians scored markedly higher when tested upon their knowledge of library skills.

Caution should be used, however, in the interpretation of these results because:

1. No established or concentrated program of library skills instruction was carried on within the libraries.
2. No standardized patterns of class attendance were maintained within each grouping.
3. No control was made of the amount of teacher instruction in the area of library skills instruction to each group.
4. It was not possible to randomly assign groups to this program element under study, one of the primary assumptions of covariance analysis.
5. These results are based upon only a one-year study.

Circulation Records: Table 2 indicates the daily circulation of library books in three ESEA elementary schools with professional librarians assigned five days per week, three ESEA schools with professional librarians assigned two and one half days per week, and three non-ESEA schools with no professional librarians assigned.

TABLE 2

Daily Library Book Circulation Rates of Six ESEA and Three Non-ESEA Elementary Schools for One Week Each of a Six Months' Sampling Period

Elementary Schools	Library Book Circulation						Total Number of Books Circulated
	Nov.	Jan.	Feb.	Mar.	Apr.	May	
(3 ESEA Schools) Librarian 5 Days Per Week	2,347	1,936	2,495	2,247	1,896	2,289	13,210
(3 ESEA Schools) Librarian 2½ Days Per Week	1,553	1,496	1,567	1,874	1,844	2,560	10,894
(3 Non-ESEA Schools) Librarian No Days Per Week	1,035	1,099	1,181	1,084	1,130	1,014	6,543

During the six months sampling period the total circulation tendencies in Table 2 reflect a greater rate of circulation of library books in ESEA schools assigned a professional librarian five days per week than in those ESEA schools with librarians assigned two and one half days per week or non-ESEA schools with no librarians assigned. However, both ESEA school groupings indicate a higher circulation rate than the non-ESEA schools during the sampling period.

Using a simple formula of books divided by total enrollment, Table 3 indicates the approximate average number of books per child, assuming that the circulation of books was dispersed among the total school population.

TABLE 3

Average Number of Books Per Child for a Sampling of Six Months Derived from Circulation Rates Divided by the Total School Enrollment

Elementary School	School Enrollment	Circulation Rate	Average Number of Books Per Child
(3 Schools) Librarian Assigned 5 Days Per Week	2,326	13,210	5.68
(3 Schools) Librarian Assigned 2½ Days Per Week	1,482	10,894	7.35
(3 Schools) Librarian Assigned No Days Per Week	1,822	6,543	3.59

Table 3 indicates that greater average circulation figures per child were noticeable in ESEA schools. The highest average number of books per child was reflected in ESEA schools with a professional librarian assigned two and one half days per week. These three ESEA schools also had the lowest total enrollment figures of the three groupings.

Table 4 indicates the daily circulation of library books in the ESEA junior high schools with instructional media specialists assigned and three non-ESEA junior high schools with no IMS assigned.

TABLE 4

Daily Library Book Circulation Rates of Three ESEA and Three Non-ESEA Junior High Schools During a Six-Month Sampling Period

Junior High Schools	Library Book Circulation						Total Number of Books Circulated
	Nov.	Jan.	Feb.	Mar.	Apr.	May	
(3 Schools) ESEA	1,453	1,365	2,822	2,714	2,076	1,736	12,166
(3 Schools) Non-ESEA	948	714	861	684	400	439	4,046

Table 4 reflects the total circulation tendencies in the three ESEA junior high schools to be relatively higher than in the three non-ESEA junior high schools.

Table 5 indicates the approximate average number of books circulated per student, utilizing the same simple formula of total circulation divided by the total enrollment and with the assumption that the circulation was dispersed among the total student body.

TABLE 5

Average Number of Books Per Student During a Six Months' Sampling Period Derived from Circulation Rates Divided by Total School Enrollment

Junior High Schools	School Enrollment	Circulation Rate	Average Number of Books Per Student
(3 Schools) ESEA	2,673	12,166	4.55
(3 Schools) Non-ESEA	2,545	4,046	1.59

Examination of Table 5 reveals that the highest average number of library books per student were circulated among students in the three ESEA junior high schools based upon results of the simple formula used.

It should be noted that circulation figures in both Tables 2 and 4 are not exact figures, but close approximations kept by librarians at each ESEA elementary and junior high school site. Maintaining exact records by librarians was not feasible without detracting from the major objective of service to students and teachers.

Contacts, Services, and Use of Materials

For one week each of a six-month period three ESEA junior high school IMS and librarians maintained records of (1) professional contacts and services resulting from the augmented library program and (2) the use of materials and equipment from the "media center."

Table 6 reflects the total number and time of professional IMS and librarian contacts with students and teachers during the six-week sampling period.

TABLE 6

Total Number and Time of Student and Teacher Contacts by IMS and Librarians in Three ESEA Junior High Schools During a Six-Week Sampling Period

Contacts		Before School	During School	After School	Total
Students	IMS	1,257 11.4%	6,571 59.4%	3,242 29.3%	11,070
	Librarian	2,346 22.0%	8,001 75.2%	299 2.8%	10,646
Teachers	IMS	178 17.8%	667 66.6%	156 15.6%	1,001
	Librarian	257 36.9%	426 61.2%	131 .9%	696
Total		4,038 17.2%	15,665 66.9%	3,710 15.8%	23,413

Table 7 reflects the total number of student and teacher contacts by class or department during the six-week sampling period.

Tables 6 and 7, though totally descriptive, reflect the latitude of the areas of contact and the periods of the school day contact was made with school personnel. From the tables, it will be observed that a substantial number of contacts were made before and after school and that contacts embraced all curriculum areas, although the greatest emphasis was in the area of Language, if students in the "Unknown" category are discounted.

Table 8 indicates the total number of specific services and the period of the school day such services were provided by the three ESEA junior high IMS and school librarians during a six-week sampling period.

Table 8 reveals "requests for materials" and "provision of materials" as the two services provided the greatest number of times by the three ESEA, IMS and the librarians during the six week sampling period. "Supervision" ranked third after these two as the service most frequently provided.

Tables 9 and 10 present data related to the time and frequency with which items of equipment and materials in the three ESEA "media centers" were used or requested for use during the six-week sampling period.

TABLE 7

Total Number of Student and Teacher Contacts by Class or Department Made by the IMS and Librarians in 3 ESEA Junior High Schools During a 6 Week Sampling Period

Contacts		Class or Department														
		English	Social Studies	Physical Science	Art	Music	Industrial Arts	Homemaking	Physical Education	Mathematics	Foreign Language	Special Education	Shop	Unknown	Other	Total
Students	IMS	2,093	934	471	502	325	4	33	296	55	55	85	2	6,215	-	11,070
		18.9	8.4	4.2	4.5	2.9	-	.3	2.7	.5	.5	.8	-	56.1	-	
	Librarian	3,901	2,018	405	429	51	30	25	210	22	76	115	2	3,362	-	10,646
		36.6	19.0	3.8	4.0	.5	.3	.2	2.0	.2	.7	1.1	-	31.6	-	
Teachers	IMS	425	193	71	36	35	12	15	20	11	30	43	2	35	73	1,001
		42.5	19.3	7.1	3.6	3.5	1.2	1.5	2.0	1.1	3.0	4.3	.2	3.5	7.3	
	Librarian	257	87	17	16	7	3	7	6	4	9	17	-	106	160	696
		38.0	12.5	2.4	2.3	1.0	.4	1.0	.9	.6	1.3	2.4	-	15.2	23.0	
Total		6,676	3,232	964	983	418	49	80	532	92	170	260	6	9,718	233	23,413
		28.5	13.8	4.1	4.2	1.8	.2	.3	2.3	.4	.7	1.1	-	41.5	1.0	

4

TABLE 8

TOTAL NUMBER, TIME AND TYPES OF SPECIFIC SERVICES PROVIDED BY THE IMS AND LIBRARIANS IN THREE ESEA JUNIOR HIGH SCHOOLS DURING A SIX WEEK SAMPLING PERIOD

TIME OF SERVICE		TYPE OF SERVICE											TOTAL
		SET UP SPEC. PROG.	AV PRES. IMS	AV PRES. LIB.	AV PRES. IMS & LIB.	INSTR.	SUPER.	REQUEST FOR MAT'L	PREPARA. OF MAT'L	PROV. OF MATERIAL	CONFERENCE	OTHER*	
BEFORE SCHOOL	IMS	-	-	-	-	7 1.8%	28 7.4%	182 47.9%	8 2.1%	149 39.2%	-	6 1.6%	380
	LIB.	-	-	1 0.2%	-	13 2.5%	121 23.7%	189 37.1%	28 5.5%	158 31.0%	-	-	510
DURING SCHOOL	IMS	45 2.7%	77 4.5%	23** 1.4%	23 1.4%	183 10.8%	286 16.9%	468 27.6%	125 7.4%	437 25.8%	19 1.1%	8 0.5%	1694
	LIB.	3 0.3%	1** 0.1%	17 1.9%	-	113 12.7%	242 27.1%	232 26.0%	45 5.1%	235 26.3%	5 0.6%	-	893
AFTER SCHOOL	IMS	7 1.6%	2 0.5%	2 0.5%	3 0.7%	32 7.3%	108 24.5%	104 23.6%	13 3.0%	166 37.7%	2 0.5%	1 0.2%	440
	LIB.	4 9.3%	-	1 2.3%	-	7 16.3%	16 37.2%	4 9.3%	3 7.0%	6 14.0%	1 2.3%	1 2.3%	43
TOTAL		59 1.5%	80 2.0%	44 1.1%	26 0.7%	355 9.0%	801 20.2%	1179 29.8%	222 5.6%	1151 29.1%	27 0.7%	16 0.4%	3960

* OTHER INCLUDES PREPARING ORDERS FOR A-V EQUIPMENT AND MATERIALS AND MAKING INVENTORIES.

** A-V PRESENTATION FIGURES IN THESE BOXES DENOTE ASSISTANCE TO EITHER MEMBER BY THE OTHER.

TABLE 9

TYPE, FREQUENCY AND TIME OF USE OR REQUEST FOR USE OF AV EQUIPMENT FROM THREE ESEA JUNIOR HIGH MEDIA CENTERS DURING A SIX WEEK SAMPLING PERIOD

Period	Audio Visual Equipment															Total
	Movie Proj	Film-strip Proj.	Tape Record.	Record Player	Over-head Proj.	Opaque Proj.	Slide Proj.	Lang Master	Ear Phones	Film-strip View.	Micro Record.	Tach-X	PA System	TV	Camera	
Before School	88 22.5%	81 20.7%	95 24.3%	63 16.1%	7 1.8%	5 1.3%	1 0.3%	11 2.8%	6 1.5%	1 0.3%	17 4.3%	4 1.0%	2 0.5%	6 1.5%	4 1.0%	391
During School	209 31.0%	167 24.7%	112 16.6%	108 16.0%	8 1.2%	4 0.6%	4 0.6%	3 0.4%	2 0.3%	4 0.6%	19 2.8%	1 0.1%	8 1.2%	16 2.4%	10 1.5%	675
After School	18 8.8%	48 23.4%	57 27.8%	47 22.9%	-	-	-	-	-	5 2.4%	11 5.4%	-	-	19 9,3%	-	205
Total	315 24.8%	296 23.3%	264 20.8%	218 17.2%	15 1.2%	9 0.7%	5 0.4%	14 1.1%	8 0.6%	10 0.8%	47 3.7%	5 0.4%	10 0.8%	41 3.2%	14 1.1%	1271

TABLE 10

Type, Frequency and Time of Use or Requests for Use of Items of AV Material from Three ESEA Junior High School Media Centers During a Six-Week Sampling Period

Period of School Day	Audio-Visual Materials									Total
	Movie Film	Micro film	Film-strip	Tape	Rec-ords	Slides	Pic-tures	Maps	Exten-sion Cords	
Before School	58	16	78	56	47	2	-	-	-	257
During School	142	18	178	109	80	22	8	2	4	563
After School	21	9	100	58	43	-	1	-	1	233
Total	221	43	356	223	170	24	9	2	5	1053

It will be observed from Tables 9 and 10 that substantial numbers of requests for the use of AV equipment and materials were recorded for both before and after school hours, in addition to regular school time.

Staff Questionnaires

Fourteen ESEA elementary principals and vice principals (89.5%) responded to five items in the Staff Questionnaires pertaining to services of the professional librarian. Table 11 reflects their evaluation of these services.

TABLE 11

Responses and Percentages of ESEA Elementary Principals and Vice-Principals Evaluating Services of Librarian (N = 14)

Service	Degree of Helpfulness											
	No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Increasing student use of the library	-	-	-	-	-	-	14	100.0	-	-	-	-
Increasing the availability of the library for individual, group and class use	-	-	1	7.0	1	7.0	12	85.7	-	-	-	-
Providing library assistance to students with special interests and needs	-	-	-	-	3	21.4	11	78.6	-	-	-	-
Developing student library skills appropriate for scope of student abilities at particular grade levels	-	-	1	7.0	2	14.3	11	78.6	-	-	-	-
Providing library resource information and/or materials to supplement particular curriculum areas	-	-	-	-	1	7.0	13	92.9	-	-	-	-

Responses in Table 11 indicate approximately 79% of all ESEA elementary principals and vice principals felt that the services were of "much" help. Only one respondent felt that two of the services were of little help.

Fifteen Teacher Assistants in Reading Development (100%) responded to the five items in the Staff Questionnaires pertaining to services of the professional librarian. Table 12 reflects their evaluation of these services.

TABLE 12

Responses and Percentages of ESEA TARDS Evaluating Services of the Librarian (N = 15)

Service	Degree of Helpfulness											
	No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Increasing student use of the library	-	-	-	-	4	26.7	11	73.3	-	-	-	-
Increasing the availability of the library for individual, group and class use	-	-	1	6.7	1	6.7	13	86.7	-	-	-	-
Providing library assistance to students with special interests and needs	-	-	1	6.7	5	33.3	9	60.0	-	-	-	-
Developing student library skills appropriate for scope of student abilities at particular grade levels	1	6.7	1	6.7	5	33.3	8	53.3	-	-	-	-
Providing library resource information and/or materials to supplement particular curriculum areas	-	-	-	-	5	33.3	10	66.7	-	-	-	-

Responses in Table 12 indicate that approximately 87% of the ESEA TARD's felt that all services were of "some" or "much" help. Two services, "increasing student use of the library" and "providing library resource information," were indicated to be of the greatest help.

One hundred ninety-two ESEA elementary teachers (70.3%) in grades one to six responded to the five items in Staff Questionnaires pertaining to services of the professional librarian. Table 13 reflects their evaluation of these services.

TABLE 13

Responses and Percentages of ESEA Elementary Teachers, Grades
1 - 6, Evaluating Services of Librarian
(N = 192)

Service	Degree of Helpfulness											
	No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Increasing student use of the library	2	1.0	8	4.2	47	24.4	131	68.2	2	1.0	2	1.0
Increasing the availability of the library for individual, group and class use	4	2.1	9	4.7	38	19.8	138	71.9	1	0.5	2	1.0
Providing library assistance to students with special interests and needs	10	5.2	7	3.7	47	24.4	115	59.9	11	5.7	2	1.0
Developing student library skills appropriate for scope of student abilities at particular grade levels	10	5.2	24	12.5	55	29.0	93	48.0	7	3.7	3	1.6
Providing library resource information and/or materials to supplement particular curriculum areas	8	4.2	5	2.6	30	15.7	145	75.6	2	1.0	2	1.0

Responses in Table 13 indicate approximately 77% or more of these teachers felt all the services to be of "some" or "much" help. Services relating to increasing student use of the library, increasing the availability of the library for use and providing library resource information were indicated to be of greatest assistance. Although 77% of the teachers indicated service in the area of developing student library services to be of "some" or "much" help, approximately 18% felt that service in this area was of "little" or "no" help.

Twenty-seven Kindergarten Teachers (96.4%) responded to the five items pertaining to services of the professional librarian. Table 14 reflects their evaluation of these services.

TABLE 14

Responses and Percentages of ESEA Kindergarten Teachers Evaluating Services of the Librarian
(N = 27)

Service	Degree of Helpfulness											
	No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Increasing student use of the library	1	3.7	4	14.8	4	14.8	17	63.0	1	3.7	-	-
Increasing the availability of the library for individual, group and class use	2	7.4	1	3.7	5	18.6	18	66.7	1	3.7	-	-
Providing library assistance to students with special interests and needs	5	18.6	3	11.1	5	18.6	10	37.0	2	7.4	2	7.4
Developing student library skills appropriate for scope of student abilities at particular grade levels	4	14.8	5	18.6	5	18.6	10	37.0	2	7.4	1	3.7
Providing library resource information and/or materials to supplement particular curriculum areas	-	-	2	7.4	4	14.8	21	77.7	-	-	-	-

Examination of the data in Table 14 indicates that kindergarten teachers also felt that services in the areas of providing library resource information and increasing the availability of the library for group and class use were most helpful. Approximately 93% and 85% respectively indicated these services to be of "some" or "much" value. Developing library skills again ranked lowest with approximately 35% of the kindergarten teachers indicating "little" or "no" help in these areas.

Six ESEA junior high school administrators (75%) responded to five items pertaining to services of the junior high school Instructional Media Specialist. Table 15 reflects their evaluations of these services.

TABLE 15

Responses and Percentages of ESEA Junior High School Administrators Evaluating Services of IMS (N = 6)

Service	Degree of Helpfulness											
	No		Little		Some		Much		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Coordinating materials with the language and reading programs	-	-	-	-	1	16.7	5	83.3	-	-	-	-
Fostering the development of innovative instructional aids for use in the classroom	-	-	-	-	2	33.3	4	66.7	-	-	-	-
Coordinating and supervising special audio-visual presentations	-	-	-	-	1	16.7	5	83.3	-	-	-	-
Securing new materials which illustrate the many contributions of minority groups	-	-	-	-	2	33.3	4	66.7	-	-	-	-
Expanding the library program in terms of availability for use	-	-	-	-	1	16.7	5	83.3	-	-	-	-

Table 15 indicates that each of the junior high administrators felt that services in these five areas of service were of "some" or "much" help.

Thirty-five ESEA junior high Language Development Team teachers (94.6%) responded to five items pertaining to services of the junior high school Instructional Media Specialist. Table 16 reflects their evaluation of these services.

TABLE 16

Responses and Percentages of ESEA Language Development Team
Teachers Evaluating Services of the IMS
(N = 38)

Service	Degree of Helpfulness											
	No Help		Little Help		Some Help		Much Help		Don't Know		No Response	
	N	%	N	%	N	%	N	%	N	%	N	%
Coordinating materials with the language and reading programs	1	2.6	2	5.3	13	34.2	20	52.6	2	5.3	-	-
Fostering the development of innovative instructional aides for use in the classroom	2	5.3	3	7.9	8	21.1	24	63.2	1	2.6	-	-
Coordinating and supervising special audio-visual presentations	2	5.3	1	2.6	4	10.6	29	76.3	2	5.3	-	-
Securing new materials which illustrate the many contributions of minority groups	2	5.3	3	7.9	8	21.1	24	63.2	1	2.6	-	-
Expanding the library program in terms of availability for use	1	2.6	2	5.3	6	15.8	28	73.7	1	2.6	-	

It will be observed in Table 16 that approximately 84% of the Language Development Team members felt that all five services were of "some" or much" help. Approximately 76% of these teachers indicated service of the IMS in coordinating and supervising special audio-visual presentations was of much value.

ESEA elementary and junior high school staff members were also asked to respond to one item pertaining to the level of services:

> "In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services of ....."

Elementary staff members responded to this item in terms of the professional librarian, while junior high staff members responded in terms of the instructional media specialist. Table 17 presents the responses of both ESEA elementary and junior high school staff members to this item pertaining to adequacy of services.

TABLE 17

Responses and Percentages of ESEA Elementary and Junior High Staff Members to Adequacy of Library Services Resulting From the Elementary Librarian or the Junior High IMS

	School Staff Members	Less Services Needed		Present Services Adequate		More Services Needed		No Opinion		No Response	
		N	%	N	%	N	%	N	%	N	%
ELEMENTARY ESEA	Principal and Vice Principal N = 13	-	-	10	76.9	3	23.1	-	-	-	-
	TARD's N = 10	-	-	3	30.0	6	60.0	-	-	1	10.0
	Grades 1 - 6* N = 143	-	-	96	67.1	43	30.1	2	1.4	2	1.4
	Kindergarten N = 23	-	-	18	78.3	5	21.7	-	-	-	-
	TOTAL N = 189	-	-	127	67.2	57	30.2	2	1.1	3	1.6
JUNIOR HIGH ESEA	Principal and Vice Principal N = 6	-	-	4	66.7	1	16.7	1	16.7	-	-
	Counselors N = 13	1	7.7	4	30.8	6	46.2	2	15.4	-	-
	Grades 7 - 9 N = 38	1	2.6	23	60.6	14	36.8	-	-	-	-
	TOTAL N = 57	2	3.5	31	54.4	21	36.9	3	5.3	-	-
	TOTAL N = 246	2	.8	158	64.2	78	31.7	5	2.0	3	1.2

*One ESEA principal, five TARD's, 49 teachers grades 1 - 6 and four kindergarten teachers were not asked to evaluate this item of service.

Approximately 67% of the elementary staff members and 54% of the junior high staff members responding to this item indicated the present level of services to be adequate, while approximately 30% elementary and 37% junior high felt that more services were needed. Overall, approximately 64% of the total of elementary and junior high teachers indicated present services were adequate while approximately 32% felt a need for more services.

SUMMARY AND CONCLUSIONS

The analysis of data in this report tends to indicate that elementary librarians and junior high instructional media specialist, as auxiliary personnel supplementing the remedial reading and language programs, are making significant contributions in terms of assistance and service to students and teachers.

Samplings of both ESEA and non-ESEA elementary and junior high school library book circulation rates reflect both higher overall circulation of library books as well as average circulation of library books per child in ESEA schools. Of circulation rates sampled in the two groups of ESEA schools, one group with full time librarians assigned and one with part time librarians assigned, the ESEA schools with part time librarians assigned reflected the highest overall and average circulation rates. Since this group of schools also had the lowest school enrollment figures, this characteristic may have been a contributory factor to differences in circulation. It may be that the lower enrollment figures may have had a direct effect upon the amount of individualized student assistance provided even though the librarian was only assigned on a part-time basis.

Results of a library skills test given to the two sample groups of ESEA students and the one sample group of non-ESEA students indicate the greatest familiarity with library skills to be among the two groups of ESEA students, although scores of one group of ESEA students were only slightly higher than those of the non-ESEA students. Of the two groups of ESEA students taking the library skills test, students attending the schools with a part-time librarian scored significantly higher than students attending the schools with full-time librarians. All analyses relating to library skills should be interpreted with caution since data analyzed was on the basis of a one-year study with no standard concentrated program of library skills instruction apparent in any of the sample schools. Further research in this area would appear advisable.

Analysis of junior high data indicated the latitude and depth of IMS and librarian service to junior high students and teachers. The positive impact of the ESEA "media centers" on the total school program was also revealed, if the frequency with which AV equipment and materials were utilized during the sample period is typical of the remainder of the school year.

Responses to ESEA staff questionnaires also reflected a strong positive reaction to the services of both the ESEA librarian at the elementary level and the ESEA instructional media specialist at the junior high level. The majority of teachers and administrators felt that services of the librarian and IMS were of some or much value. Approximately two-thirds of the combined totals of all staff members at the elementary and junior high levels felt that the level of services they had received in relation to these two individuals was adequate.

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FMM:im

EVALUATION OF NURSING SERVICES

INTRODUCTION

During the 1967-68 school year, the augmented nursing services at both the ESEA elementary and secondary schools continued as one element of the supportive and auxiliary services of Oakland's ESEA Compensatory Program. The objectives of the 1967-68 expanded services were to:

a. Provide expanded general health services
b. Furnish appropriate opthalmological services
c. Continue audiometric screening activities
d. Continue student and parent health education programs

The implementation of programs of increased parent involvment and health education, and the continued intensification of programs of visual and auditory screening and follow-up were intended to place emphasis on preventive health measures and provide parents with an awareness of health service resources within the community.

PROCEDURE

Program Description

Eleven elementary schools were involved in the total ESEA Program of Compensatory Education. However, only nine schools were directly affected by ESEA health services. Prior to February, 1968, two of the ESEA elementary schools were involved in another federally funded study of school nursing services. After February, these two schools were funded by the local school district.

The addition of 2.4 nursing positions at the elementary level, and .6 at the junior high level provided additional nursing service time at each of the nine ESEA elementary schools and the three ESEA junior high schools. These positions decreased the overall pre-ESEA ratio of nurses to pupils from approximately 1:1400 to approximately 1:786. Relative to the ratio of total health services personnel (nurses and nurse assistants) to students the ratio was decreased to approximately 1:480.

Although the ESEA funded positions remained intact during the 1967-68 school year, district curtailment of funds resulted in decreases in the number of days of nurse assistance at individual ESEA elementary and junior high schools as compared with the 1966-67 school year. Overall, nurse services were decreased a total of eight and one half days; five and one half days at the elementary level and three days at the junior high level.

During the 1967-68 school year, one of the nine ESEA elementary schools received the services of a nurse five days per week, three schools four days per week, two schools three and one half days per week and one school two days per week. Four of the schools had nurse assistants assigned, one school a full time nurse assistant five days per week and three schools had nurse assistants for the equivalent of two and one half days per week.

Special activities of the elementary ESEA nurses, in addition to the regular nursing services, included participation in various health instruction programs, parent dental programs, adolescent development programs, parent study groups, student study groups, teacher's meetings and PTA meetings. The areas of participation and the number of programs in each area of participation varied from school to school.

The addition of .6 nurse position at the junior high school level resulted in one of the three ESEA junior high schools receiving the services of a full time nurse five days per week, another receiving services four days per week, and one receiving services three days per week. Three nurse assistants were assigned at the junior high level to provide daily assistance five days per week at each of the three junior high schools.

In addition to duties directly related to the nursing program, nurses were responsible for intensifying programs for visual and auditory screening, for screening of students for reduced or free lunch programs, for developing programs to increase parent involvment and for providing parent education for healthful family living.

One school nurse on special assignment, acting in the capacity of a supervisor, worked with all nurses in ESEA schools providing leadership within the ESEA Nusing Program. This nurse supervised all activities of the ESEA school nurses and coordinated an on-going program of inservice activities. In addition, she was responsible for the activities of all nurse assistants and also acted as a liaison with the County Health Department.

Evaluation Instruments

Annual Reports: Annual report data pertaining to screening activities and pupil contacts by each of the nine ESEA nurses and nurse assistants and the three junior high nurses and nurse assistants was made available to the Research Department for analysis at the end of the school year.

School Nurse Daily Reports: School nurses in the ESEA elementary and junior high schools were required to maintain daily records related to their activities with students during the 1967-68 school year. This information was made available to the Research Department for analysis at the end of the school year.

A copy of the Daily Report Form used by nurses for submitting their daily reports to their ESEA supervisor is included in Appendix II.

Staff Questionnaires: Staff questionnaires relating to the activities and services of the various components of the ESEA project were distributed in April, 1968, to staff members in each ESEA elementary and junior high school. These questionnaires provided administrative and instructional staff members an opportunity to evaluate the effectiveness of the various ESEA services offered.

For purposes of analysis, elementary school questionnaires were grouped into the categories of: (1) Principals and Vice Principals, (2) Teacher Assistants in Reading Development, (3) Teachers of Grades 1 through 6, and (4) Kindergarten Teachers. Junior high school questionnaires were grouped into the categories of: (1) Junior High Principals and Vice Principals and (2) Teachers of Grades 7 through 9.

Sections of each questionnaire related to the services of the school nurse have been extracted for use in determining the effectiveness of nursing services.

Copies of the elementary and junior high questionnaires with frequency totals and percentages are included in Appendix I.

Procedures for Analysis of Data

Annual Reports: Data from annual reports pertaining to nursing contacts and vision and hearing screening by nine ESEA nurses and nurse assistants were totaled and comparisons made with similar data of the previous school years. Data from annual reports pertaining to the numbers of students in ESEA Kindergartens and seventh grades examined for immunization status were totaled. Tabulations for all data appear in the Findings.

Nurses' Daily Reports: Data from Nurses' Daily Reports were summarized for the total school year as to specific incidents of service or contacts and total referrals for ESEA elementary nurses and nurse assistants, and for ESEA junior high school nurses and nurse assistants. The total number of contacts or incidents of service for a four month period was compared to similar data over a comparable period of time during the 1966-67 school year. All totals appear in the Findings.

Staff Questionnaires: Responses to five items pertaining to services of the school nurse assigned to each ESEA elementary school and junior high school were tallied from elementary and junior high questionnaires. Responses to each item were analyzed according to the four rating categories of: No Help, Little Help, Some Help, or Much Help. All responses were totaled and such totals with their percentages appear in the Findings.

Responses to one item pertaining to the adequacy of the level of school nurse services at each ESEA school were tallied from each elementary and junior high school questionnaire. Responses in each category were analyzed according to the three rating categories: Less Services Needed, Present Services Adequate, or More Services Needed. All responses were totaled, and such totals with their percentages appear in the Findings.

FINDINGS

Annual Reports

Table 1 presents the total number of nursing contacts to individual students by nurses and nurse assistants during the 1965-66, 1966-67 and 1967-68 school years in nine ESEA elementary and three ESEA junior high schools.

TABLE 1

Number of Health Contacts Made in Nine ESEA Elementary and Three Junior High Schools by ESEA Nurses and Nurse Assistants during Periods of ESEA Service

Grade Level	Health Contacts		
	1965-66 *	1966-67	1967-68
Elementary	32,445	42,176 (30.0% Increase)	43,287 (2.6% Increase)
Junior High	20,898	27,497 (31.6% Increase)	30,607 (11.3% Increase)
Total	53,343	69,673 (39.1% Increase)	73,894 (6.1% Increase)

*ESEA Services initiated in February 1966

The data from Table 1 indicate a general increase in the number of health contacts during the periods of ESEA services. Even with a decrease in the actual number of days spent by nurses at ESEA school sites during the 1967-68 school year, an overall increase of 4,221 (6.1%) nursing contacts during the 1967-68 school year is apparent. A 2.6% increase in contacts at the elementary level and an 11.3% increase in contacts at the junior high level is reflected when compared with contacts of the 1966-67 school year.

Table 2 presents the total number of students screened for vision and hearing during the 1966-67 and 1967-68 school years in the ESEA elementary and junior high schools.

TABLE 2

Numbers and Percents of Students and Percentages of Total Enrollments in Nine ESEA Elementary and Three ESEA Junior High Schools Screened for Vision and Hearing During the 1966-67 and 1967-68 School Years

Grade Level		Screening Service						Enrollment		Percent of Enrollment Screened	
		1966-67			1967-68						
		Vision	Hearing	Total	Vision	Hearing	Total	1966-67	1967-68	1966-67	1967-68
Elementary	N	3255	2708	5963	3162	2432	5594	6201	5925	96.1%	94.4%
	%	55.2	45.6	100.0	56.5	43.5	100.0				
Junior High	N	911	933	1844	895	738	1633	2618	2596	70.4%	62.9%
	%	49.4	50.6	100.0	54.8	45.2	100.0				
Total	N	4166	3641	7808	4057	3170	7227	8819	8521	88.4%	84.8%
	%	53.3	46.6	100.0	56.1	43.9	100.0				

Table 2 indicates a decrease in the number of students screened for vision and hearing in the ESEA schools this school year, as compared to the previous school year. During the 1966-67 school year, approximately ninety-six percent of the elementary enrollment and seventy percent of the junior high enrollment were screened. During the 1967-68 school year, approximately 94% of the elementary and 63% of the junior high enrollments were screened.

Eight hundred thirty-five students were enrolled in kindergartens in ESEA elementary schools, and eight hundred seventy-nine students were enrolled in the seventh grades of the ESEA junior high schools during the 1967-68 school year. Data pertaining to the immunization status of these students is indicated in Tables 3 and 4.

TABLE 3

Numbers and Percents Indicating the Immunization Status of the Total Number of Kindergarten Students Enrolled in Nine ESEA Elementary Schools During the 1967-68 School Year

Immunizing Agents		Immunization Status				Total
		Adequate	Inadequate or None	No Information	Medical Exemp. or Disbelief	
DPT or DT	N	755	49	26	5	835
	%	90.4	5.9	3.1	.6	100.0
Small Pox	N	715	62	35	23	835
	%	85.6	7.4	4.2	2.8	100.0
Polio	N	826		1	8	835
	%	99.0		.1	.9	100.0
Measles	N	630	78	123	4	835
	%	75.4	9.3	14.7	.5	100.0

TABLE 4

Numbers and Percents Indicating the Immunization Status of the Total Number of 7th Grade Students Enrolled in Three ESEA Junior High Schools During the 1967-68 School Year

Immunizing Agents		Immunization Status				Total
		Adequate	Inadequate Or None	No Information	Medical Exemp. or Disbelief	
DPT or DT	N	606	227	42	4	879
	%	69.0	25.8	4.8	.5	100.0
Small Po	N	547	286	35	11	879
		62.2	32.5	4.0	1.3	100.0
Polio	N	872		3	4	879
	%	99.2		.3	.5	100.0

Tables 3 and 4 indicate all kindergarten and seventh grade students enrolled in ESEA schools were examined as to their immunization status during the 1967-68 school year. Approximately 75% or more of the kindergarten students and 62% or more of the seventh grade students are indicated as having completed all recommended immunizations for their ages.

Nurses' Daily Reports

Data recorded on Nurses Daily Report forms relating to incidents of service or contact during the 1967-68 school year were summarized. The summarized totals of contacts in seven areas of service, as recorded by nurses and nurse assistants at nine ESEA elementary school sites and three ESEA junior high school sites, are presented in Table 5.

TABLE 5

Numbers and Percents of Types of Service or Contact in Seven Areas Relating to Health Services by Nurses and Nurse Assistants in Nine ESEA Elementary Schools and Three ESEA Junior High Schools

Health Personnel			Types of Service or Contact							
			First Aid	Student*	Phone	Parent Visits	Parent Note	School Staff	Comm. Agency	Total
Elementary	Nurse	N	8,503	15,237	2,265	4,421	3,507	20,266	1,416	55,615
		%	15.3	27.4	4.1	7.9	6.3	36.4	2.5	100.0
	Nurse Asst.	N	8,215	8,024	1,037	1,294	2,466	4,841	82	25,959
		%	31.6	30.9	4.0	5.0	9.5	18.6	.3	100.0
	Total	N	16,718	23,261	3,302	5,715	5,973	25,107	1,498	81,574
		%	20.5	28.5	4.0	7.0	7.3	30.8	1.8	100.0
Junior High	Nurse	N	1,053	8,099	1,229	1,871	1,325	4,524	1,001	19,102
		%	5.5	42.4	6.4	9.8	6.9	23.7	5.2	100.0
	Nurse Asst.	N	6,416	12,899	668	1,386	1,074	1,620	94	24,157
		%	26.2	53.4	2.8	5.7	4.4	6.7	.4	100.0
	Total	N	7,469	20,998	1,897	3,257	2,399	6,144	1,095	43,259
		%	17.3	48.5	4.4	7.5	5.5	14.2	2.5	100.0

*Student Column refers to any direct service for a student other than First Aid. (Conference, vision screening other than routine screening, dental check, etc.)

In seven areas of nurse activities in nine ESEA elementary schools, a combined total of 81,574 recorded ESEA nurse and nurse assistant contacts are reflected in Table 5. The data indicate that 55,616 of the contacts or incidents of service were the result of activities or services by the school nurses, while 29,959 were the result of contacts or service provided by nurse assistants. Computations on the basis of the combined totals of nurse and nurse assistant contacts in these seven areas indicate that approximately 31% resulted from contact with or service to the school staff, 29% for individual services to students other than for first aid, 21% for first aid, 7% for both parent visits and notes to or from parents, 4% for phone conferences and 2% as a result of contact with community agencies.

Relative to the seven areas of nurse and nurse assistant contacts or incidents of service at three ESEA junior high schools, the data in Table 5 indicate a total of 19,102 by ESEA junior high school nurses and 24,157 by ESEA junior high school nurse assistants. Of a combined total of 43,259 recorded nurse and nurse assistant contacts, the data indicate approximately 49% the result of direct services to students other than for first aid, 17% for first aid, 14% for services to staff, 8% for parent visits, 6% for notes to or from parents, 5% for phone conferences, and 3% for community agency contacts.

Table 6 presents the total number and types of health referrals made by nurses and nurse assistants during the 1967-68 school year at nine ESEA elementary schools and three ESEA junior high schools.

TABLE 6

Numbers and Percents of Types of Referrals Recorded During the 1967-68 School Year by Nurses and Nurse Assistants in Nine ESEA Elementary and Three ESEA Junior High Schools

Schools		Referrals			
		Medical	Dental	Special Services	Total
Elementary	N	3,305	1,351	447	5,103
	%	64.8	26.5	8.8	100.1
Junior High	N	2,005	523	404	2,932
	%	68.4	17.8	13.8	100.0
Total	N	5,310	1,874	851	8,035
	%	66.1	23.3	10.6	100.0

Table 6 indicates a total of 8,035 health referrals by ESEA elementary and junior high school health personnel during the 1967-68 school year. Approximately 65% of the referrals in the elementary schools were medical and 68% in the junior high schools were medical.

During the 1967-68 school year, procedures for collecting the data reflected in table 5 deviated somewhat from the procedures used in 1966-67, but summarizations of contacts in specific areas whose methods of collection were considered similar to those of the 1966-67 school year were contrasted to determine if any differences were apparent between the 1967-68 and 1966-67 school years. Table 7 presents these summarizations of contacts whose methods of collection and categorization were considered similar during a four month period of both the 1966-67 and 1967-68 school years.

TABLE 7

Numbers and Percents of Nursing Contacts in Six Areas of ESEA Nurse and Nurse Assistant Health Activities During Four Months Each of the 1966-67 and 1967-68 School Years

	School Year		Specific Nursing Contacts					
			Student			Parent Visit	School Staff	Community Agency
			First Aid	Other**	Parent Initia.			
Elementary	1966-67 *	N	12,338	5,246	989	1,135	7,189	591
	(N=26,499)	%	46.6	19.8	5.6	4.3	27.1	2.2
	1967-68 *	N	8,172	11,665	1,101	2,538	8,250	628
	(N=31,253)	%	26.1	37.3	5.6	8.1	26.4	2.0
Jr. High	1966-67 *	N	6,079	4,729	165	423	1,497	107
	(N=12,835)	%	47.4	36.8	1.5	3.3	11.7	0.8
	1967-68 *	N	3,112	9,827	568	1,606	3,173	639
	(N=18,357)	%	17.0	53.5	4.4	8.7	17.3	3.5

* Parent initiated contacts are not included in the total number of contacts.

**Other column indicates any direct service for an individual other than first aid e.g. conference, vision screening (other than routine screening) dental check, etc.

Table 7 indicates a total of 26,449 elementary health contacts and 12,835 junior high contacts during four months of the 1966-67 school year. A total of 31,253 elementary and 18,357 junior high health contacts was recorded over similar period of the 1967-68 school year. During four months of the 1966-67 school year, approximately 47% of the total number of contacts were for first aid, 27% for school staff contacts and 20% for other services to individual students. During the 1967-68 school year, approximately 26% of the total number of contacts were for first aid, 26% for school staff contacts and 37% for other services to individual students. In the ESEA junior high schools, approximately 47% of the total number of contacts during four months of the 1966-67 school year were the result of first aid contacts, 38% the result of other services to students and 12% the result of school staff contacts. During the 1967-68 school year, approximately 17% were for first aid, 54% for other services to students and 17% for school staff contacts. Health contacts resulting from parent visits at ESEA elementary and junior high schools were indicated to be approximately 4% of the total number of contacts during four months of the 1966-67 school year and 8% of the total number of contacts during the same period of the 1967-68 school year.

Table 8 presents the total number and types of referrals made by ESEA nurses and nurse assistants during a four month period of the 1966-67 and 1967-68 school years.

TABLE 8

Numbers and Percents of Health Referrals by ESEA Nurse and Nurse Assistants During Four Months Each of the 1966-67 and 1967-68 School Years

School Year			Referrals			
			Medical	Dental	Special Services	Total
Elementary	1966-67	N	2,076	856	277	3,209
		%	64.7	26.7	8.6	100.0
	1967-68	N	1,654	856	258	2,768
		%	59.8	30.9	9.3	100.0
Jr. High	1966-67	N	708	188	12	908
		%	78.0	20.7	1.3	100.0
	1967-68	N	1,066	314	280	1,660
		%	64.2	18.9	16.9	100.0

Table 8 reflects a total of 3,209 elementary and 908 junior high school referrals during four months of the 1967-68 school year and a total of 2,768 elementary and 1,660 junior high school referrals during a comparable period of the 1967-68 school year. The data indicate the greatest numbers of referrals by ESEA nurses and nurse assistants during either year were for medical reasons.

Staff Questionnaires

Ten ESEA elementary principals and vice principals (83%) responded to five items in the Staff Questionnaires pertaining to services of the school nurse. Table 9 reflects their evaluation of these services.

TABLE 9

Responses and Percents of ESEA Elementary Principals and Vice Principals Evaluating Services of the School Nurse (N=10)

Service	Degree of Helpfulness									
	No		Little		Some		Much		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Assisting to identify students in need of health services.					1	10%	9	90%		
Assisting students to receive needed health services within school.					1	10%	9	90%		
Providing visual and auditory screening services.							10	100%		
Following up with parents on student health recommendations and referrals.							10	100%		
Providing liaison between school and community.					2	20%	8	80%		
Providing health education posters or programs in classrooms.					3	30%	7	70%		

Responses in Table 9 indicate that all of the principals and vice principals felt that the services were of "some" or "much" help. Approximately 70% felt that the services were of "much" help.

The thirteen ESEA Teacher Assistants in Reading Development (100%) at the nine elementary schools receiving ESEA nurse assistance, responded to the six items in staff questionnaires pertaining to services of the school nurse. Table 10 reflects their evaluation of these services.

TABLE 10

Responses and Percents of ESEA TARDs Evaluating Services of the School Nurse (N=13)

Service	Degree of Helpfulness									
	No		Little		Some		Much		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Assisting to identify students in need of health services.					1	7.7%	12	92.3		
Assisting students to receive needed health services within school.					1	7.7%	12	92.3		
Providing visual and auditory screening services.					1	7.7%	12	92.3		
Following up with parents on student health recommendations and referrals.							13	100%		
Providing liaison between school and community.					1	7.7%	12	92.3		
Providing health education posters or programs in classrooms.			1	7.7%	1	7.7%	11	84.6%		

Table 10 indicates that approximately 85% or more of the TARDs felt that all services were of "much" help. Only one response indicated "little" assistance in the area of "providing health education posters or programs in classrooms."

One hundred fifty-nine teachers (66%) in grades one to six in the nine elementary schools receiving ESEA nurse services responded to the six items pertaining to services of the nurse. Table 11 reflects their evaluation of these services.

TABLE 11

Responses and Percents of ESEA Elementary Teachers Grades 1-6 Evaluating Services of the School Nurse (N=159)

Service	Degree of Helpfulness										No Response	
	No		Little		Some		Much		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%
Assisting to identify students in need of health services.	1	.6	9	5.7	26	16.4	118	74.2	1	.6	4	2.5
Assisting students to receive needed health services within school.	2	1.3	7	4.4	19	11.9	126	79.2	2	1.3	3	1.9
Providing visual and auditory screening services.			7	4.4	19	11.9	123	77.4	6	3.8	4	2.5
Following up with parents on student health recommendations and referrals.	3	1.9	4	2.5	20	12.6	123	77.4	7	4.4	2	1.3
Providing liaison between school and community	6	3.8	7	4.4	27	17.0	105	66.0	12	7.5	2	1.3
Providing health education posters or programs in classrooms.	4	2.5	6	3.8	38	23.9	103	64.8	4	2.5	4	2.5

Responses in Table 11 indicate that approximately 83% or more of all teachers in grades one to six felt that all services were of "some" or "much" help. Approximately 65% or more felt that all services were of "much" help. "Providing liaison between school and community" and "providing health education posters or programs in classrooms" were indicated as the services where the least amount of assistance was provided, although only 4% to 8% of the responses reflected "little" or "no" help in these two areas.

Twenty-four of the kindergarten teachers (96%) in the nine ESEA elementary schools receiving ESEA nurse services responded to the six items pertaining to services of the school nurse. Table 12 presents their evaluation of these services.

TABLE 12

Responses and Percents of ESEA Kindergarten Teachers Evaluating Services of the School Nurse (=24)

Service	Degree of Helpfulness										No Response	
	No		Little		Some		Much		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%
Assisting to identify students in need of health services.					4	16.7	18	75.0	1	4.2	1	4.2
Assisting students to receive needed health services within school.					2	8.3	20	83.3	1	4.2	1	4.2
Providing visual and auditory screening services.	2	8.3			5	20.8	16	66.7			1	4.2
Following up with parents on student health recommendations and referrals.					3	12.5	18	75.0	2	8.3	1	4.2
Providing liaison between school and community.							21	87.5	1	4.2	2	8.3
Providing health education posters or programs in classrooms.	2	8.3	4	16.7	1	4.2	16	66.7			1	4.2

Table 12 indicates that approximately 71% or more of the kindergarten teachers also felt that all services of the school nurse were of "some" or "much" help. Approximately 67% to 88% felt these services to be of "much" help.

Six ESEA junior high administrators (75%) responded to five items pertaining to services of the junior high school nurses. Table 13 reflects their evaluation of these services.

TABLE 13

Responses and Percents of ESEA Junior High Administrators Evaluating Services of the School Nurse (N=6)

Service	Degree of Helpfulness										No Re-sponse	
	No		Little		Some		Much		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%
Assisting student to receive needed health services.							5	83.3			1	16.7
Providing health education to encourage desirable health standards.					2	33.3	3	50.0			1	16.7
Providing an increased concentration of visual and auditory screening services.							5	83.3			1	16.7
Following up on health recommendations and referrals.							5	83.3			1	16.7
Assisting to identify students in need of health services.							5	83.3			1	16.7

Table 13 reveals that five of the ESEA administrators felt that services in all areas but one, that of providing health education to encourage desirable health standards, to be of "much" help. Two administrators felt that services in this one area were of "some" help.

Thirty-five ESEA Junior High Language Development Team teachers (95%) responded to the five items pertaining to services of the school nurse. Table 14 reflects their evaluation of these services.

TABLE 14

Responses and Percents of ESEA Language Development Team Teachers and TALDs Evaluating Services of the School Nurse (N=38)

Service	Degree of Helpfulness									
	No		Little		Some		Much		Don't Know	
	N	%	N	%	N	%	N	%	N	%
Assisting students to receive needed health services.	1	2.6			9	23.7	14	36.8	14	36.8
Providing health education to encourage desirable health standards.	1	2.6	1	2.6	10	26.3	10	26.3	16	42.1
Providing an increased concentration of visual and audit. screening services.			2	5.3	10	26.3	10	26.3	16	42.1
Following up on health recommendations and referrals.					8	21.1	14	36.8	16	42.1
Assisting to identify students in need of health services.					6	15.8	15	39.5	17	44.7

Responses in Table 14 reveal that only 52% to 60% of the junior high personnel responding to the questionnaires indicated these services to be of "some" or "much" help. Approximately 37% to 45% indicated a lack of knowledge of the services of the school nurse. The high percentages of responses reflecting a lack of knowledge of nurse services may possibly be a result of the plant operation or instructional procedures at the junior high level. To obtain a more valid overall evaluation, it may also suggest a need for evaluation by additional junior high personnel in areas more closely related to that of the school nurse, with more awareness of the services provided.

ESEA elementary and junior high school staff members were also asked to respond to the following item pertaining to the level of services:

> "In reviewing the various Compensatory Services provided in your school, indicate your opinion of the adequacy of the present level of services of . . . . the school nurse."

Table 15 presents the responses of both ESEA elementary and junior high staff members to this item pertaining to "adequacy of services."

TABLE 15

Responses and Percents of ESEA Elementary and Junior High School Staff Members to One Item Pertaining to the Adequacy of the Level of Services of the School Nurse

	School Staff Members	Less Services Needed		Present Services Adequate		More Services Needed		No Opinion		No Response	
		N	%	N	%	N	%	N	%	N	%
Elementary ESEA	Princ. and Vice Princ. N=9			3	33.3	6	66.7				
	TARDS N=8			2	25.0	5	62.5			1	12.5
	Grades 1-6 * N=111			59	53.2	46	41.4	4	3.6	2	1.8
	Kindergarten N=19			12	63.2	7	36.8				
	Total N=147			76	51.7	64	43.5	4	2.7	3	2.0
Jr. High ESEA	Princ. and Vice Princ. N=6			2	33.3	4	66.7				
	Counselors N=13			3	23.1	7	53.8	3	23.1		
	Grades 7-9 N=38			9	23.7	20	52.6	9	23.7		
	Total N=57			14	24.6	31	54.4	12	21.1		
	TOTALS N=246			116	47.2	110	44.7	17	6.9	3	1.2

* One ESEA principal, 5 TARDs, 49 teachers in grades 1 - 6 and 4 kindergarten teachers were not asked to evaluate this item of service.

Approximately 54% of the total number of ESEA elementary staff members indicated the present level of services to be adequate, while approximately 42% indicated a need for additional services. Five members offered no opinion and three did not respond. A difference of opinion, though, was noted in the response patterns of the elementary staff personnel. The majority of elementary principals, vice principals and TARDs indicated a need for more services, while the majority of classroom teachers indicated the present level of services as adequate. Approximately 54% of the ESEA junior high responses indicated a need for more services while only 25% indicated the level of services to be adequate. Approximately 21% of the junior high staff members offered no opinion.

SUMMARY AND CONCLUSIONS

During the 1967-68 school year, the percentage of days of nurse service resulting from ESEA Title I remained unchanged, but district days of service were somewhat reduced. Analysis of the health data indicates that even with the reductions in days of nurse time at individual ESEA school sites, the overall provision of most health services tended to increase as compared with services provided during the 1966-67 school year. The analyses of data reveal apparent increases in the total number of individual health contacts as well as increases in contacts relating to parent visits and individual services to the students other than for first aid. Totals pertaining to vision and auditory screening were slightly less than those totals of the 1966-67 school year.

Responses of teachers and administrators to items concerning services of ESEA school nurses indicate the majority of staff personnel at both the elementary and junior high levels felt the services to be of "some or much" assistance. Questionnaire responses at the junior high level did indicate that a number of Language Development Team personnel were unfamiliar with the services of the school nurse.

Relative to the adequacy of the level of services of the school nurse, the responses of elementary and junior high personnel differed. The majority of elementary staff members indicated the present level of services to be adequate, while the majority of junior high staff members expressed a need for additional services.

Overall, the analyses indicated the health program, involving nurses and nurse assistants, to be steadily improving in the number of services to students, teachers and parents. It is also apparent that the reaction of staff personnel at both the elementary and the junior high levels, in relation to the health services and assistance provided, tends to be generally positive.

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EVALUATION OF TEACHER AIDE SERVICES

INTRODUCTION

The utilization of teacher aide services at Target Area schools was an essential element of the Oakland ESEA Compensatory Education Program. Parents indigenous to ESEA elementary and secondary schools were employed to provide increased opportunities for individualized instruction of pupils and to facilitate school-home-community interaction.

Major objectives of the program were as follows:

1. To provide additional assistance to individual pupils for the completion of classroom assignments
2. To provide additional opportunities for pupils to receive instruction in small groups
3. To provide additional adults in the classroom for assisting pupils in the improvement of language skills
4. To provide additional adults in the classroom for assisting pupils with individual needs
5. To free teachers from routine clerical, supervisory and material-preparation-duties in order to enable them to devote an increased amount of time to instructional duties.

PROCEDURE

Program Description

The parents employed as teacher aides were residents of the attendance areas of the ESEA elementary and secondary schools. These parents were selected on the basis of the size and the income of their family. The following scale was used:

Annual Salary	Number in Family
$4,000	4
4,500	5
5,000	6
5,500	7
6,000	8

Regardless of the size of the family, parents whose annual income exceeded $6,000 were not eligible for employment as teacher aides.

A total of 314 parents were employed to assist teachers three hours per day. The hourly rate of pay varied from $1.94 for first-year employees to $2.36 for fifth-year employees of the Oakland Public Schools. The teacher aides also participated in a full program of fringe benefits which included paid holidays, social security, group life insurance, health insurance and emergency leave.

Inservice training was provided for aides at individual school sites and at district-sponsored meetings. The training emphasized techniques and information related to working with pupils, parents, school personnel, and members of the community. In addition, the inservice training included adult education courses which focused upon the educational needs of individual teacher aides. A detailed description of the inservice training program for teacher aides appears in Chapter V.

Elementary Schools: A total of 271 teacher aides were employed at the 11 ESEA Target Area public elementary schools, the seven ESEA Target Area parochial elementary schools, and the six Integration Model elementary schools. There were 46 of the teacher aides who worked in kindergarten classrooms; 59 who worked in primary grade classrooms; and 107 who worked in intermediate grade classrooms. The total number of teacher aides employed at elementary schools also included 11 who assisted in the library; 23 who assisted in special education classes for mentally retarded children; 14 who assisted remedial reading teachers at public and parochial schools; six who assisted remedial reading teachers at Integration Model schools; and five who functioned as substitutes for other elementary school teacher aides.

Secondary Schools: There were 43 teacher aides employed at the three ESEA junior high schools and the single ESEA senior high school. A total of 31 of the teacher aides assisted junior high school language arts; six worked in the library or in the office of the senior high school; and six functioned as substitutes for other secondary school teacher aides.

The elementary school and the secondary school teacher aides provided a variety of services to teachers. Among these were the following: performing such clerical tasks as taking roll; preparing classroom materials; supervising individual and small group activities; encouraging pupils to communicate orally; guiding pupils through example; encouraging pupils to use materials correctly; assisting in the use of equipment and supplies; and improving communication between the school, the home, and the community.

Evaluation Instruments

Public School Staff Questionnaire: In April and in May, staff questionnaires were administered to the following groups of certificated personnel at ESEA Target Area schools: elementary school teachers, elementary school teacher assistants, elementary school administrators, secondary school language arts teachers, junior high school counselors, secondary school teacher assistants, and junior high school administrators. The questions pertaining to teacher aides were essentially the same for the three versions of the questionnaire administered at the elementary school level and the three versions of the questionnaire administered at the secondary school level. However, the secondary school questionnaire contained two additional questions which were not included in the public and the parochial elementary versions of the staff questionnaire. There were some variations in the orientation of the version of the questionnaire completed by the teachers and the version completed by the administrators and the elementary school teacher assistants. The administrators and elementary school teacher assistants evaluated the services of teacher aides in relation to their value to the staff. Elementary teachers and secondary teacher assistants evaluated the services of teacher aides in relation to their value in the classroom.

Copies of the six versions of the staff questionnaire together with a complete tabulation of the number and the percentage of responses appear in Appendix I-B.

Parochial School Principal Questionnaire: In May, questionnaires pertaining to the ESEA program services utilized by the parochial schools were distributed to the seven parochial school principals of Target Area schools. The questions relating to teacher aides were essentially the same as those included in the version of the staff questionnaire completed by the public school administrators.

A copy of the Parochial School Principal Questionnaire with response-totals and percentages is included in Appendix I-B-20.

Parent Interview Survey: In May and June, a random sample of 336 parents whose children were enrolled in the 11 public ESEA elementary schools, the three ESEA junior high schools, and the single ESEA senior high school were interviewed. They were requested to evaluate ESEA program-activities and to make suggestions for improving them. The questions pertaining to teacher aides were the same in the three levels of the interview-questionnaires.

Chapter VI contains a report of the Parent Interview Survey. The number and the percentage of responses for the three interview schedules are included in Appendix VI-A.

Procedure for Analysis

Staff Questionnaires: The number and the percentage of responses for each category of the section of the staff questionnaires pertaining to the value of the services provided by teacher aides were analyzed within five major groupings: public elementary school teachers; public elementary school teacher assistants and administrators; public junior high school and senior high school language arts teachers; public junior high school administrators; and parochial elementary school administrators. In addition, the same public elementary school and public junior high school groupings, supplemented by a counselor grouping, were utilized to analyze the numbers and the percentages of responses for the category of the staff questionnaires which dealt with the adequacy of the services that were provided by teacher aides.

All staff questionnaire data pertaining to teacher aide services have been re-tabled and appear in the FINDINGS section of this report.

Parent Interview Survey: Responses to the three questions relating to the value of teacher aide services to teachers and to students which were included in the elementary school, junior high school, and senior high school versions of the Parent Interview Survey were analyzed. The number and percentage of responses to each question is included in the FINDINGS section of this report.

FINDINGS

Public Elementary School Staff Questionnaires

A total of 219 teachers, 15 teacher assistants, and 14 administrators responded to the section of the public elementary school staff questionnaires pertaining to the value of the services provided by teacher aides. These responses represented 72.8% of the teachers, 100.0% of the teacher assistants, and 87.5% of the administrators assigned to Target Area public elementary schools.

Elementary School Teachers Questionnaire: Table 1 on the following page presents the numbers and the percentages of responses by the 145 (66.2%) teachers who had teacher aides under their direct supervision and who responded to the section of the staff questionnaire relating to the evaluation of teacher-aide services.

Table 1 indicates that a sizeable majority of the public elementary school teachers surveyed felt that all of the eight types of services provided by teacher aides were of "Much Value" or of "Some Value". The highest percentage of "Much Value" or "Some Value" ratings that public elementary school teachers gave were for "Preparing materials" (87.6%), "Supervising: individual and small group activities" (86.2%), and "Assisting in the use of equipment and supplies" (87.6%). The highest percentage of "Little Value" or "No Value" ratings by teachers were for "Increasing communication between the home and the school" (21.4%). However, the significance of the negative ratings is minimized by the fact that 71.1% of the teachers rated this category of the services provided by teacher aides as of "Much Value" or of "Some Value".

TABLE 1

Numbers and Percentages of Responses by Public Elementary School Teachers Evaluating the Services of Teacher Aides (N=145)

Services of Teacher Aides	Degree of Value							
	Much/Some Value		Little/No Value		Don't Require		No Response	
	N	%	N	%	N	%	N	%
Performing various clerical tasks (taking roll, etc.)	120	82.8	14	9.7	9	6.2	2	1.4
Preparing materials (displays, bulletin boards, etc.)	127	87.6	17	11.7	1	0.7	0	-
Supervising individual and small group activities	125	86.2	15	10.3	2	1.4	3	2.1
Encouraging pupils to communicate orally	113	77.9	28	19.3	4	2.8	0	-
Guiding pupils through example, redirection and speech	114	78.6	26	17.9	2	1.4	3	2.1
Encouraging correct pupil use of materials	116	80.0	24	16.6	3	2.1	2	1.4
Assisting in the use of equipment and supplies	127	87.6	14	9.7	2	1.4	2	1.4
Increasing communication between the home and school	103	71.0	31	21.4	6	4.1	5	3.4

Elementary School Teacher Assistants and Administrators: Table 2 on the following page presents the numbers and the percentages of responses of 14 public elementary school administrators and of 15 public elementary school teacher assistants evaluating the services provided to the staff by teacher aides. It is apparent from the data presented in Table 2 that an overwelming majority of the administrators and the teacher assistants rated the seven services provided to the staff by teacher aides as of "Much Value" or as of "Some Value". It is also evident that the teacher assistants tended to give slightly higher percentages of favorable ratings for all categories of teacher aide services than were given by the administrators.

A total of 92.9% of the administrators rated the services that teacher aides provided in "Performing various clerical tasks", "Preparing materials", "Supervising individual and small group activities", and "Increasing communication between the home and the school" as of "Much Value" or as of "Some Value". The highest percentages of "Little Value" or "No Value" ratings given by the administrators (14.3%) were for the services teacher aides provided in the following areas: "Encouraging pupils to communicate orally" and "Encouraging correct pupil usage of materials".

One hundred percent of the teachers assistants indicated that the following teacher-aide services were of "Much Value" or of "Some Value": "Performing various clerical tasks", "Supervising individual and small groups", and "Assisting in the use of equipment and supplies". The areas of teacher-aide services rated least valuable by the teacher assistants (13.3%) were the services related to "Encouraging pupils to communicate orally" and "Guiding pupils through example, re-direction, and speech".

Public Junior High and Senior High School Staff Questionnaires

A total of 35 junior high school language arts teachers, three junior high school teacher assistants, six junior high school administrators, and eleven senior high school language arts teachers responded to the section of the staff questionnaire pertaining to the services of teacher aides. These responses represented 94.6% of the junior high school language arts teachers, 100% of the junior high school administrators, and 90.9% of the senior high school language arts teachers. Within these staff groupings, there were a total of 33 junior high school teachers (86.8%) and five senior high school teachers (41.7%) who indicated that they had teacher aides under their direct supervision.

Junior and Senior High School Teachers: Table 3 on a following page presents the numbers and the percentages of responses of 33 public junior high school and five public senior high school language arts teachers, evaluating the services provided by teacher aides. In general, junior high school and senior high school teachers rated favorably the services provided to them; however, a sizeable number of the teachers gave "Little or No Value" and "Don't Know" evaluations for individual categories of services.

TABLE 2

Number and Percentages of Responses by Public Elementary School Administrators
(N=14) and Public Elementary School Teacher Assistants (N=15)
Evaluating the Services of Teacher Aides

Services of Teacher Aides	Respondent	Some/Much Value		Little/No Value		Don't Require		No Response*	
		N	%	N	%	N	%	N	%
Performing various clerical tasks (Taking roll, etc.)	Administrators	13	92.9	0	-	0	-	1	7.1
	Teacher Assistants	15	100.0	0	-	0	-	0	-
Preparing materials (displays, bulletin boards, etc.)	Administrators	13	92.9	0	-	0	-	1	7.1
	Teacher Assistants	14	93.3	1	6.7	0	-	0	-
Supervising individual and small group activities	Administrators	13	92.9	0	-	0	-	1	7.1
	Teacher Assistants	15	100.0	0	-	0	-	0	-
Encouraging pupils to communicate orally	Administrators	11	78.6	2	14.3	0	-	1	7.1
	Teacher Assistants	13	86.7	2	13.3	0	-	0	-
Guiding pupils through example, redirection and speech	Administrators	12	85.7	1	7.1	0	-	1	7.1
	Teacher Assistants	13	86.7	2	13.3	0	-	0	-
Encouraging correct pupil usage of materials	Administrators	11	78.6	2	14.3	0	-	1	7.1
	Teacher Assistants	14	93.3	1	6.7	0	-	0	-
Assisting in the use of equipment and supplies	Administrators	12	85.7	1	7.1	0	-	1	7.1
	Teacher Assistants	15	100.0	0	-	0	-	0	-
Increasing communication between the home and the school	Administrators	13	92.9	0	-	0	-	1	7.1
	Teacher Assistants	13	86.7	1	6.7	1	6.7	0	-

TABLE 3

Number and Percentages of Responses by (N=33) Public Junior High School Language Arts Teachers and (N=5) Public Senior High School Language Arts Teachers Evaluating Teacher Aide Services

Services Provided By Teacher Aides		Degree of Value							
		Some/Much Value		Little/No Value		Don't Know		No Response	
		N	%	N	%	N	%	N	%
Performing various clerical tasks (taking roll, etc.)	Jr. High	31	93.9	0	-	1	3.0	1	3.0
	Sr. High	5	100.0	0	-	0	-	0	-
Preparing materials (displays, bulletin boards, etc.)	Jr. High	24	72.7	4	12.1	5	15.2	0	-
	Sr. High	3	60.0	1	20.0	1	20.0	0	-
Supervising individual and small group activities	Jr. High	24	72.7	7	21.2	2	6.1	0	-
	Sr. High	5	100.0	0	-	0	-	0	-
Encouraging students to communicate orally	Jr. High	22	66.7	6	18.2	5	15.2	0	-
	Sr. High	3	60.0	1	20.0	1	20.0	0	-
Guiding students through example	Jr. High	26	78.8	6	18.2	1	3.0		
	Sr. High	5	100.0	0	-	0	-	0	-
Encouraging students to use materials correctly	Jr. High	28	84.8	5	15.2	0	-	0	-
	Sr. High	4	80.0	1	20.0	0	-	0	-
Assisting in the use of equipment and supplies	Jr. High	29	87.9	4	12.1	0	-	0	-
	Sr. High	5	100.0	0	-	0	-	0	-
Increasing communication between the home and school	Jr. High	21	63.6	8	24.2	4	12.1	0	-
	Sr. High	5	100.0	0	-	0	-	0	-
Helping students conduct teacher-assigned research	Jr. High	26	78.8	4	12.1	3	9.1	0	-
	Sr. High	1	20.0	2	40.0	1	20.0	1	20.0
Tutoring students	Jr. High	27	81.8	5	15.2	0	-	1	3.0
	Sr. High	3	60.0	2	40.0	0	-	0	-

The teacher aide-services most frequently rated of "Much Value" or of "Some Value" by junior high school teachers were the following: "Performing various clerical tasks" (93.9%), "Encouraging students to use materials correctly" (84.8%) and "Assisting in the use of equipment and supplies" (87.9%). The services most frequently rated as of "Little" or "No Value" or for which "Don't Know" responses were given were the following: "Encouraging pupils to communicate orally" (33.4%) and "Increasing communication between the home and the school" (36.3%).

Junior High School Administrators: Table 4 which follows presents the numbers and percentages of responses of six junior high school administrators evaluating the services provided to the staff by teacher aides.

The data presented in Table 4 suggest that though administrators generally rated teacher aides services favorably, individual administrators varied considerably in their knowledge of the impact of the various services upon the staff. A total of 66.7% of the administrators evaluated seven categories of services of "Much or Some Value" and a corresponding 33.3% indicated "Don't Know" evaluations for the same categories. For the category "Helping students to conduct teacher-assigned research", there were 16.7% "Little or No Value" and 50.0% "Don't Know" evaluations given.

TABLE 4

Numbers and Percentages of Responses by Public Junior High School Administrators Evaluating Teacher Aide Services (N=6)

Services Provided By Teacher Aides	Degree of Value					
	Much/Some Value		Little/No Value		Don't Know	
	N	%	N	%	N	%
Performing various clerical tasks (taking roll, etc.)	4	66.7	0	-	2	33.3
Preparing materials (displays, bulletin boards, etc.)	3	50.0	0	-	3	50.0
Supervising individual and small group activities	4	66.7	0	-	2	33.3
Encouraging pupils to communicate orally	4	66.7	0	-	2	33.3
Guiding pupils through example, redirection and speech	4	66.7	0	-	2	33.3
Encouraging correct pupil usage of materials	4	66.7	0	-	2	33.3
Assisting in the use of equipment and supplies	4	66.7	0	-	2	33.3
Increasing communication between the home and school	3	50.0	1	16.7	2	33.3
Helping students conduct teacher-assigned research	2	33.3	1	16.7	3	50.0
Tutoring students	4	66.7	0	-	2	33.3

Adequacy of Teacher Aide-Services: A total of 166 public elementary school teachers, 13 elementary school administrators, 10 elementary school teacher assistants, 38 junior high school language arts teachers, 13 junior high school counselors and six junior high school administrators responded to the section of the staff questionnaire pertaining to the adequacy of teacher aide services. Table 5, below, presents the numbers and the percentages of responses of these five groupings of Target Area staff pertaining to this category of the staff questionnaire.

Table 5 indicates that 49.2% of the staff surveyed felt that the present services were "adequate" and 38.2% felt that "more services" were needed. Only 2.0% of the staff felt that "less services" were needed. A higher percentage of elementary school staff than secondary school staff indicated that present services were "adequate", and a higher percentage of secondary school staff than elementary school staff indicated that more teacher aide services were needed. A minority of 10.5% of the staff responded "Don't Know" or failed to respond to this category of the questionnaire.

TABLE 5

Numbers and Percentages of Responses of All Respondents
Evaluating the Adequacy of the Services
Provided by Teacher Aides

Group	Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response	
	N	%	N	%	N	%	N	%	N	%
Elementary School Teachers (N=166	4	2.4	86	51.8	58	34.9	13	7.8	5	3.0
Elementary School Administrators (N=13)	0	-	9	69.2	3	23.1	1	7.7	0	-
Elementary School Teacher Assistants (N=10)	0	-	6	60.0	4	40.0	0	-	0	-
Junior High School Language Arts Teachers (N=38)	1	2.6	15	39.5	19	50.0	3	7.9	0	-
Junior High School Counselors (N=13)	0	-	3	23.1	7	53.8	3	23.1	0	-
Junior High School Administrators (N=6)	0	-	2	33.3	3	50.0	1	16.7	0	-
Total	5	2.0	121	49.2	94	38.2	21	8.5	5	2.0

Parochial Elementary School Principal Questionnaire

The seven principals of Target Area parochial elementary schools responded to the section of the staff questionnaire pertaining to the services provided to teachers by teacher aides. Table 6, below, presents the numbers and percentages of responses by the principals for these questionnaire categories.

TABLE 6

Numbers and Percentages of Responses by Parochial Elementary School Administrators Evaluating Teacher Aide Services (N=7)

Services Provided By Teacher Aides	Degree of Value							
	Some/Much Value		Little/No Value		Don't Require		No Response	
	N	%	N	%	N	%	N	%
Performing various clerical tasks (taking roll, etc.)	6	85.7	0	-	1	14.3	0	-
Preparing materials (displays, bulletin boards, etc.)	5	71.4	1	14.3	1	14.3	0	-
Supervising individual and small group activities	6	85.7	0	-	1	14.3	0	-
Encouraging students to communicate orally	7	100.0	0	-	0	-	0	-
Guiding pupils through example	7	100.0	0	-	0	-	0	-
Encouraging pupils to use materials correctly	7	100.0	0	-	0	-	0	-
Assisting in use of equipment and supplies	7	100.0	0	-	0	-	0	-
Increasing communication between home and school	6	85.7	0	-	0	-	1	14.3

Table 6 indicates that 100.0% of the principals felt that teacher aides provided services that were of "Some Value" or "Much Value" in the areas of "Encouraging pupils to communicate orally", "Guiding pupils through example", "Encouraging pupils to use materials correctly", and "Assisting in the use of equipment and supplies". The highest percentages of "Little or No Value" responses (14.3%) was for the category of services related to "Preparing materials". A total of 14.3% of the schools did not require teacher aides to provide clerical services, to prepare materials, or to supervise small groups.

Parent Interview Survey

Table 7 on the following page presents the numbers and the percentages of responses by a random sample of 331 parents evaluating the services provided by teacher aides to staff and to pupils of Target Area public elementary, junior high, and senior high schools. The sample included 188 parents of elementary school pupils, 102 parents of junior high school pupils, and 46 parents of senior high school pupils.

The data presented in Table 7 indicates that 288 or 87.0% of the parents interviewed were aware that the Oakland Public Schools hired community residents to work as teacher aides, and that 42.3% of the parents, who were aware of teacher aide services, had talked with a teacher aide during the current school year. Though parents who were aware of teacher aide services generally rated them as of "Much Value" or of "Some Value" to teachers and to students and only six parents rated them as of "Little Value" or "No Value," there were 106 parents or 34.5% of this group who indicated "Don't Know" responses or who failed to respond to this question. This lack of parent response for this question indicates a lack of knowledge on the part of parents.

TABLE 7

Frequencies and Percentages of Interview Responses by Parents Evaluating Services Provided by Teacher Aides to Staff and Students of Target Area Public Elementary, Junior High, and Senior High Schools

No.	Question	Respondent	Responses							
			Yes		No		Don't Know		No Response	
			N	%	N	%	N	%	N	%
22.	Did you know that the Oakland Public Schools employed parents and community residents called Teacher Assistants to assist teachers?	Elementary School Parent (N=188)	163	86.7	24	12.8	-	-	1	.5
		Junior High School Parent (N=102)	84	82.4	17	16.7	-	-	1	1.0
		Senior High School Parent (N=46)	41	89.1	5	10.9	-	-	-	-
22a.	If yes: Have you talked to any of these Teacher Aides this school year?	Elementary School Parent (N=163)	81	49.7	80	49.1	-	-	2	1.2
		Junior High School Parent (N=84)	30	35.7	51	60.7	-	-	3	3.6
		Senior High School Parent (N=41)	12	29.3	28	68.3	-	-	1	2.4

	Question	Respondent	Degree of Value											
			Very Valuable		Somewhat Valuable		Of Little Value		Of No Value		Don't Know		No Response	
			N	%	N	%	N	%	N	%	N	%	N	%
22b.	If yes: What is your opinion concerning the value of this help for teachers and students? Would you say this help is very valuable, somewhat valuable, of little value or of no value?	Elementary School Parent (N=163)	86	52.8	20	12.3	3	1[illegible]	-	-	4	2.5	50	30.7
		Junior High School Parent (N=102)	31	36.9	16	19.0	1	1.2	1	1.2	1	1.2	35	41.7
		Senior High School Parent (N=41)	19	46.3	5	12.2	-	-	1	2.4	2	4.9	14	34.1

SUMMARY

In general, the staff and parents evaluated the services provided by teacher aides to teachers and to pupils of Target Area schools very favorably. "Much Value" or "Some Value" ratings by public elementary school teachers for individual categories of services ranged from 71.0% to 87.6%; for elementary school teacher assistants, from 86.7% to 100%; and for elementary school administrators, from 78.6% to 92.9%.

The responses of the junior high school and senior high school language arts teachers tended to parallel those of the elementary school teachers; however, there were a sizable number of "Little Value," "No Value," or "Don't Know" ratings for the categories of services related to "Encouraging pupils to communicate orally" (33.4%) and "Increasing communication between the home and school" (36.3%).

Junior high school administrators tended to rate the services provided by teacher aides somewhat less favorably than the language arts teachers rated them. Administrators varied considerably in their knowledge of the impact of various services upon the staff. A total of 66.7% of the administrators evaluated seven categories of services as of "Much Value" or as of "Some Value" and a corresponding 33.3% indicated "Don't Know" evaluations for the same categories of services. "Helping students to conduct teacher-assigned research" was the questionnaire category which yielded the most diverse responses from junior high school administrators.

The parochial school principals were exceptionally enthusiastic about the value of teacher aide services; 100% of the respondents evaluated four of the eight services provided to teachers as of "Much Value" or of "Some Value".

A total of 121 or 49.2% of the staff from Target Area public schools evaluated the present teacher aide services as being adequate and 94 or 38.2% indicated a need for more services. Only 2.0% of the staff felt that less services were needed.

There were 87.0% of the parents interviewed who were aware of teacher aide services, but only 42.3% had talked with an aide during the current school year.

These data indicate that teacher aides have been utilized effectively to free teachers of many clerical, supervisory, and material-preparation duties, but less effectively as a means to facilitate school-home communications and in promoting the oral communication of the project students.

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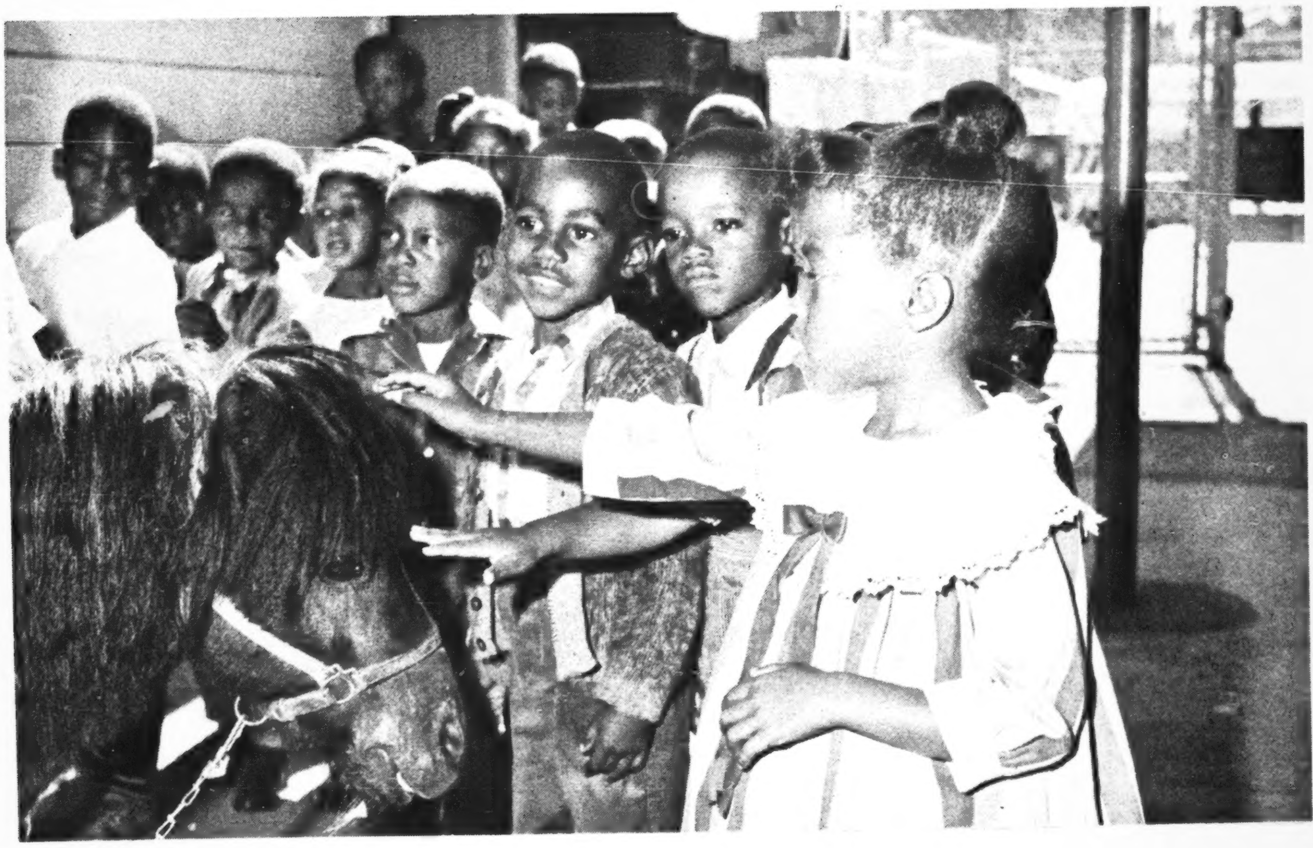
CHAPTER III

EVALUATION OF CULTURAL ENRICHMENT PROGRAM



Elementary students making a friend

EVALUATION OF CULTURAL ENRICHMENT PROGRAM

INTRODUCTION

The purpose of the Cultural Enrichment Program was to provide an increased number of opportunities for the pupils of Target Area schools to participate in the cultural and the educational resources of the Bay Area-Community. Major objectives of the program were as follows:

1. To expand the scope of the experiences of the pupils
2. To provide additional opportunities for the pupils to increase their knowledge of the cultural-milieu
3. To raise the level of academic and vocational aspirations of the pupils
4. To assist the pupils to achieve self-identity in terms of their social, economic, and political environment

PROCEDURE

Program Description

The Cultural Enrichment Program provided a per-pupil allotment of funds to each of the public and the parochial Target Area schools to cover the cost of transportation and selected admission charges for such educational tours as performances of opera, symphony, and ballet groups; visits to municipal and state offices and parks; visits to campuses of colleges and universities; and visits to athletic and theatrical events. Funds were also provided to cover fees for such school-site activities as assembly programs, guest speakers, and motion picture presentations.

Teachers planned cultural enrichment activities around classroom units of teaching and utilized a variety of preparation and follow-up procedures to involve the students in the activities and to make them more meaningful to the students. The procedures utilized included teacher-class planning of things to be done and to be seen during the activity, individual research and class projects, audio-visual presentations; organizing the class and preparing materials for the events, and class discussions of specific aspects of the study tour or school-site activity. The follow-up activities employed by teachers included class discussions and evaluations of the events, art work; and writing of stories, reports, and plays, and the completion of library and reference work.

During the 1967-68 school year, there were a total of 523 study tours and 153 school-site activities in which pupils of the Target Area elementary, junior high, and senior schools participated. Numerous parents were also involved in these cultural enrichment activities as chaperones and/or interested participants. A more detailed breakdown of the numbers and the orientation of the cultural enrichment activities and the population served by the study tours and school-site activities will be found in the FINDINGS section of this report.

Evaluation Instruments

Evaluation of Educational Tour or Activity Form: ESEA and Integration Model teachers were requested to complete an evaluation form for each excursion or school-site activity funded by ESEA monies. The categories of descriptive and valuative data summarized on the form were as follows: effectiveness of interpersonal relations, effectiveness of inter group relations, major orientation of the activity, preparation procedures, follow-up activities, evaluation of value, the recommended grade level for the activity, and suggestions for future trips of this nature.

A copy of this form appears in APPENDIX III.

ESEA Public School Staff Questionnaire: In April and in May, staff questionnaires were administered to the following groups of certificated personnel at ESEA Target Area schools: elementary school teachers, elementary school teacher assistants, elementary school administrators, secondary school language arts teachers, junior high school counselors, secondary school teacher assistants, and junior high school administrators. The questions pertaining to the Cultural Enrichment Program were essentially the same for the three versions of the questionnaire administered at the elementary school level and the three versions of the questionnaire administered at the secondary level. However, the secondary school questionnaire contained an additional question which was not included in the public and the parochial elementary school versions of the staff questionnaire. There was also a somewhat different emphasis for the version of the questionnaire completed by the teachers and the version completed by the teachers and the version completed by the administrators and the teacher assistants. The administrators and the elementary school teacher assistants evaluated the effectiveness of the activities of the Cultural Enrichment Program in relation to its value for Target Area students in general, and the teachers evaluated the effectiveness of the Cultural Enrichment Progam activities in relation to the value for their own students. Copies of the six versions of the staff questionnaire together with a complete tabulation of the number and the percentage of responses appear in APPENDIX I.

Parochial School Principal Questionnaire: In May, questionnaires pertaining to the ESEA program-services utilized by the parochial schools were distributed to the seven parochial school principals of Target Area schools. The questions relating to the Cultural Enrichment Program were essentially the same as those included in the version of the questionnaire completed by the public school administrators.

A copy of the Parochial School Principal Questionnaire with response totals and percentages is included in APPENDIX I-B-20.

ESEA Public School Parent Interview Survey: In May and June, a random sample of 336 parents whose children were enrolled in the 11 public ESEA elementary schools, the three ESEA junior high schools, and the single ESEA senior high school were interviewed. They were requested to evaluate ESEA program activities and to make suggestions for improving them. The questions pertaining to the Cultural Enrichment Program activities were the same in the three interview survey questionnaires. The number and the percentage of responses for the three interview schedules are included in APPENDIX VI-A.

Integration Model Receiving School Staff Questionnaire: Staff questionnaires were administered in May to teachers of Integration Model receiving schools. They were requested to evaluate the services provided by the Integration Model Project. A copy of the Integration Model Receiving School Staff Questionnaire with the numbers and percentages of responses appears in APPENDIX VI-A-2.

Integration Model Sending School and Receiving School Parent Interview Survey: A random sample of 82 parents whose children were enrolled in the Integration Model Sending schools and 88 parents whose children were enrolled in the Integration Model Receiving schools were interviewed in May. The parents were requested to evaluate the Integration Model Program activities.

A copy of each version of the Integration Model Interview Survey appears in APPENDIX IV.

Procedure for Analysis

Educational Tour or Activity Form: The number and the percentage of study tours and school-site activities evaluated and the percentage of the Target Area population participating in the Cultural Enrichment Program activities were compiled. In addition, percentages were computed from the completed evaluation forms of the Target population served by each of the six categories of Cultural Enrichment Program activities. The frequencies and percentages of responses by teachers assessing the value of the cultural enrichment activities for ESEA and Integration Model students and the effectiveness of the Interpersonal and Intergroup relations among the students participating in Integration Model activities were also computed. All of these descriptive data have been tabled and appear in the FINDINGS section of this report.

ESEA Staff Questionnaires: The frequency and the percentage of responses for each category of the section of the staff questionnaires pertaining to the effectiveness of the educational study tours and the school-site activities were analyzed within four major groupings: public elementary school teachers, public elementary school teacher assistants and administrators; public junior high school and senior high school language arts teachers; public junior high school administrators; and parochial elementary school principals. In addition, the same public elementary school and public junior high school groupings, supplemented by a counselor groupings, were utilized to analyze the frequencies and the percentages of responses for the category of the ESEA staff questionnaires which dealt with the adequacy of the Cultural Enrichment study tours and school-site activities.

All ESEA staff questionnaire data has been retabled and appear in the FINDINGS section of this report.

Integration Model Receiving School Staff Questionnaire: The frequency and the percentage of responses by teachers for each category of the staff questionnaire pertaining to the effectiveness of interschool visits and copperatively planned study tours and their recommendations relating to the quantity of these activities to be offered in the future have been retabled and appear in the FINDINGS section of this report.

ESEA Parent Interview Survey: Responses to the three questions relating to the value and the number of study tours and school-site activities which were included in the elementary school, junior high school, and senior high school versions of the ESEA Parent Interview Survey were analyzed. The frequency and percentage of responses to each question is included in the FINDINGS section of this report.

Integration Model Parent Interview Survey: Responses to six questions relating to the effectiveness of the study tours and the school-site activities which were included in the Sending School and the Receiving School versions of the Integration Model Parent Inteview survey were analyzed. The frequency and the percentage of responses to each question appear in the FINDINGS section of this report.

FINDINGS

Educational Tours or Activity Form

Table 1 on the following page presents a synthesis of the Cultural Enrichment Program activities for the ESEA public and parochial schools and the Integration Model schools. It summarizes the number of participating schools; the number of study tours and school-site activities; and the number and percentage of the Cultural Enrichment Program activities which were evaluated.

Table 1 indicates that the Cultural Enrichment Program funds provided 523 study tours and 153 school-site activities for pupils attending 34 Target Area schools. It also indicates that evaluations were completed for 80.1% of the study tours and 76.5% of the school-site activities. The contrast between the number of Cultural Enrichment Program activities and the number evaluated is particularly evident for the Integration Model grouping of schools. It would therefore appear that the data provided by the Educational Tour or Activity Form, which is presented in Tables 2 to 8, which follow, should be interpreted with some caution for all groupings of schools, but with particular caution for the Integration Model schools.

TABLE 1

Number of Participating Schools, Number of Study Tours, Number of School-Site Activities, and Number and Percentage of Study Tours and School-Site Activities Evaluated by Staff Participating in Cultural Enrichment Program Activities

Number of Schools	Number of Study Tours and School-Site Activities		Number and Percentage of Study Tours and School-Site Activities Evaluated	
			N	%
Elementary (N=11)	Study Tour	352	312	88.6
	School-Site Activity	31	28	90.3
Junior High (N=3)	Study Tour	79	75	94.9
	School-Site Activity	37	25	67.6
Senior High (N=1)	Study Tour	33	32	97.0
	School-Site Activity	9	6	56.25
Parochial Elementary (N=7)	Study Tour	37	31	83.8
	School-Site Activity	6	6	100.0
Integration Model-Sending (N=3)	Study Tour	11	9	81.8
	School-Site Activity	33	22	66.7
Integration Model-Receiving (N=7)	Study Tour	11	5	45.5
	School-Site Activity	33	16	48.5
Total (N=34)	Study Tour	523	419	80.1
	School-Site Activity	153	117	76.5

Table 2 below and tables 3 and 4 on the following pages present the number of study tours; the number of school-site activities; and the number and percentage of public elementary, junior high, and senior high school students, and the number and percentage of parochial elementary school students participating in the Cultural Enrichment Program activities.

TABLE 2

Number of Study Tours, Number of School-Site Activities, Number of Students and Percentages of Public Elementary School Target Area Population Participating in Cultural Enrichment Study Tours and School-Site Activities Evaluated by Teachers

Type of Tour or Activity		Number of Study Tours and Activities	Number of Students*	Percent of Target Population**
Fine Arts	Study Tour	34	1,381	18.4
	School-Site Activity	19	2,774	36.9
Business, Industry and Government	Study Tour	53	1,633	21.8
	School-Site Activity	1	180	2.4
Science and Historical	Study Tour	149	5,068	67.6
	School-Site Activity	7	1,590	21.2
Schools and Colleges	Study Tour	11	552	7.4
	School-Site Activity	-	-	-
Other Instructional	Study Tour	79	4,295	57.3
	School-Site Activity	8	1,656	22.1
Recreational	Study Tour	29	897	12.0
	School-Site Activity	21	2,843	37.9
Total	Study Tour Tours	355	13,826	184.4
	School-Site Activity	56	9,043	120.6

* Figures do not represent unduplicated count

** Figures can be in excess of 100% due to multiple student participation

Public Elementary Schools: Table 2 reveals that study tours of a science or an historical nature predominated among the cultural enrichment activities sponsored by elementary schools though substantial numbers of tours and school-site activities for the other categories were scheduled also: There were approximately 13,826 students, or 184.4% of the public elementary school Target Area population who participated in study tours and 9,043 or 120.6% who participated in school-site activities. These figures represent an average of approximately 1.8 tours and 1.2 school-site activities per public elementary school student. However, these population figures must be interpreted with some caution, since the number of students is not an unduplicated count and also since the population who participated in the study tours and school-site activities, which were not evaluated, have been omitted from the count.

Public Junior High and Senior High Schools: It is apparent from Table 3 that the major emphasis of the Cultural Enrichment Program for the Target Area junior high schools was upon study tours of a science or an historical nature, and for the senior high schools the major emphasis was upon tours to other schools and colleges and upon tours of a "Fine Arts" nature. There were approximately 5,808 students, or 217.2% of the public junior high school population, who participated in study tours and 17,548 students, or 656.5%, who participated in school-site activities. These figures represent an average of 2.2 study tours and 6.6 school-site activities per public junior high school pupil.

The Cultural Enrichment Program data pertaining to senior high school students which is provided in Table 3 indicates that there were approximately 2,627 students (241.2%) of the Target Area senior high school population who participated in study tours and 2,915 students (656.5%) who participated in school-site activities. These percentage figures represent an average of 2.4 study tours and 6.6 school-site activities per senior high school pupil.

The data provided in Table 3 reflects only 86% of the junior high school and 90% of senior high Cultural Enrichment Program activities.

TABLE 3

Number of Study Tours, Number of School-Site Activities, Number of Students, and Percentages of Public Junior High and Senior High School Target Area Population Participating in Cultural Enrichment Study Tours and School-Site Activities Evaluated by Teachers

Type of Tour or School-Site Activity		Number of Study Tours and School Site Activities		Number of Students*		Percent of Target Population**	
		Jr. High	Sr. High	Jr. High	Sr. High	Jr. High (N=2673)	Sr. High (N=1089)
Fine Arts	Tours	27	10	1,334	1,731	49.9	159.0
	School-Site Activities	29	0	9,488	0	355.0	-
Business, Industry, and Government	Tours	20	5	665	117	24.9	10.7
	School-Site Activities	0	0	0	0	-	-
Science and Historical	Tours	38	5	1,647	282	61.6	25.9
	School-Site Activities	5	0	160	0	6.0	-
Schools and Colleges	Tours	19	11	705	413	26.4	37.9
	School-Site Activities	0	0	0	0	-	-
Other Instructional	Tours	19	2	969	84	36.3	7.7
	School-Site Activities	13	6	6,350	2,915	237.6	267.7
Recreational	Tours	9	0	488	0	18.3	-
	School-Site Activities	2	0	1,550	0	58.0	-
Total	Tours	132	33	5,808	2,627	217.4	241.2
	School-Site Activities	49	6	17,548	2,915	656.5	267.7

* Figures do not represent unduplicated count

** Figures can be in excess of 100% due to multiple student participation

Parochial Elementary Schools: Table 4 reflects data pertaining to 31 of the educational study tours and 6 of the school site activities in which the Target Area parochial elementary school students were involved. Study tours of a fine arts nature predominated. Participating in these events were 1,781 students who attended study tours and 650 students who attended school-site activities. These figures indicate that approximately 120.9% of the Target Area parochial elementary school students were involved in Cultural Enrichment Program study tours and 43.9% in Cultural Enrichment Program school-site activities or 1.2 study tours and .43 school-site activities per student. However, because of possible multiple student participation and incomplete school-site activity evaluation reports, this data should be interpreted with some caution.

TABLE 4

Number of Study Tours, Number of School-Site Activities, Number of Students, and Percentages of Parochial Elementary School Target Area Population Participating in Cultural Enrichment Study Tours and School-Site Activities Evaluated by Teachers

Type of Tour or School-Site Activity		Number of Tours and Activities	Number of Students*	Percent of Target Population** (N=1481)
Fine Arts	Tour	12	741	50.1
	School-Site Activity	-	-	-
Business, Industry, and Government	Tour	7	197	13.3
	School-Site Activity	-	-	-
Science and Historical	Tour	3	154	10.4
	School-Site Activity	5	650	43.9
Schools and Colleges	Tour	-	-	-
	School-Site Activity	-	-	-
Other Instructional	Tour	4	174	11.7
	School-Site Activity	-	-	-
Recreational	Tour	5	525	35.4
	School-Site Activity	-	-	-
Total	Tour	31	1,791	120.9
	School-Site Activity	6	650	43.9

*Figures do not represent unduplicated count

**Figures can be in excess of 100% due to multiple student participation

Integration Model Schools: Since less than half of the evaluative data pertaining to the cultural enrichment activities for the Integration Model Sending and Receiving schools were not submitted, no data has been included in the FINDINGS pertaining to the percentage of the Target Population served or the mean number of tours and activities per student at Sending and Receiving IM schools. However, it is apparent from the data which is available that the major emphases of the Integration Model study tours and school-site activities was in the area of musical events and recreational activities.

Value of Cultural Enrichment Program Activities: Teachers participating in the ESEA Target Area Cultural Enrichment Program activities were requested to assess the value of the events they supervised. Table 5 below reflects data from these evaluations.

TABLE 5

Frequencies and Percentages of Evaluations by Participating Staff of the Value of the Cultural Enrichment Program Activities

School Groupings	Degree of Value					
		Great	Some	Little/No	No Response	Total Evaluations
Elementary	N	262	65	9	75	411
	%	63.7	15.8	2.2	18.3	100.0
Junior High	N	132	30	4	12	181
	%	72.9	17.6	2.2	6.6	99.4
Senior High	N	33	9	0	2	45
	%	73.3	20.0	-	4.4	97.8
Parochial (Elementary)	N	24	5	0	1	30
	%	80.0	16.7	-	3.3	100.0
Total	N	447	111	13	86	667
	%	67.0	16.6	1.9	12.9	98.5

It is apparent from Table 5 that the ESEA school staff were generally enthusiastic in their assessment of the value of the Cultural Enrichment Program activities in which they participated. Sixty-seven percent of the participating staff indicated that the activities were of "Great Value" and an additional 16.6% of the staff indicated that the activities were of "Some Value." These percentages were derived from 667 evaluations of 536 Cultural Enrichment Program activities.

Seventy-five teachers from Integration Model Sending schools and Integration Model Receiving schools assessed the value of the Integration Model Cultural Enrichment Program activities in which they were involved. Table 6 summarizes their responses.

TABLE 6

Frequencies and Percentages of Evaluations by Participating Staff of the Value of the Integration Model Cultural Enrichment Program Activities

	VALUE OF TOUR AND SCHOOL-SITE ACTIVITIES					
School Groupings		Great	Some	Little/No	No Response	Total
Integration Model ESEA Sending School (N=42)	N	34	8	-	-	42
	%	81.0	19.0	-	-	100.0
Integration Model Non ESEA Receiving School (N=33)	N	22	7	1	3	33
	%	66.7	21.2	3.0	9.1	100.0
Total (N=75)	N	56	15	1	3	75
	%	74.7	20.0	1.3	4.0	100.0

It is evident from the data provided in Table 6 that the staff generally evaluated the activities favorably and that Sending School staff tended to evaluate the activities somewhat more favorably than the Receiving School staff. Eighty-one percent of the Sending School staff evaluated the events as being of "Much Value" while 66.7% of the Receiving School staff evaluated them in that category. These percentages reflect evaluations of 31 events by 42 of the Sending School staff and 21 events by 33 of the Receiving School staff. Some caution should be utilized in generalizing from this data since a sizeable number of the events were not evaluated.

Effectiveness of Interpersonal and Intergroup Relations Among Pupils: Data pertaining to the effectiveness of interpersonal and intergroup relations among students participating in the Integration Model Program activities were compiled from Sending Schools and Receiving School staff evaluations of Cultural Enrichment Program activities. A summary of these data is included in Table 7.

TABLE 7

Frequencies and Percentages of Staff Evaluations of the Effectiveness of Interpersonal and Intergroup Relations Among Pupils Participating in the Integration Model Cultural Enrichment Program Activities

School Groupings and Number of Evaluations		DEGREE OF EFFECTIVENESS									
		Interpersonal Relations					Intergroup Relations				
		Excellent	Good	Fair	Poor	No Response	Excellent	Good	Fair	Poor	No Response
Sending School ESEA N=42	N	21	11	6	0	4	23	12	3	3	1
	%	50.0	26.2	14.3	-	9.5	54.8	28.6	7.2	7.2	2.4
Receiving School Non-ESEA N=33	N	10	17	3	0	3	12	14	4	0	3
	%	30.3	51.5	9.1	-	9.1	36.4	42.4	12.1	-	9.1
TOTAL N=75	N	31	28	9	0	7	35	26	7	3	4
	%	41.3	37.3	12.0	-	9.3	46.6	34.7	9.3	4.0	5.3

Table 7 indicates that 76.2% of the Sending School staff and 81.8% of the Receiving School staff evaluated interpersonal relations among students participating in Integration Model Cultural Enrichment Program activities which they supervised as being "Excellent" or "Good." A percentage of 83.4 of the Sending School staff and 78.8% of the Receiving School staff evaluated intergroup relations among students as being "Excellent" or "Good." Only 9.3% of the Sending and the Receiving School staff failed to evaluate interpersonal relations among students and none evaluated interpersonal relations as being "Poor." Because these figures represent evaluations by the Sending School staff of only 81.8% of the study tours and 66.7% of the school-site activities and by the Receiving School staff of only 45.5% of the study tours and 48.5% of the school-site activities, it is difficult to generalize about the interpersonal or intergroup relations among the students participating in these activities. However, from the evaluations that are available, there are indications that interpersonal and intergroup relations were satisfactory.

Staff Questionnaires

Public Elementary School Staff Questionnaire: Table 8 on the following page presents the frequencies and percentages of responses of Target Area public elementary school teachers, teacher assistants, and administrators evaluating the effectiveness of the Cultural Enrichment Program activities. It includes the responses of 143 teachers (74.5%), 13 teacher assistants (86.7%), and 12 administrators (85.7%) who indicated an awareness of the Cultural Enrichment Program school-site activities offered at their school. It also includes the responses of 136 teachers (70.8%), 15 teacher assistants (100.0%), and 12 teacher assistants (85.7%) of Target Area public elementary schools who indicated an awareness of the Cultural Enrichment Program study tours in which classes at their schools had participated.

TABLE 8

Frequencies and Percentages of Responses of Public Elementary School Teachers, Teacher Assistants, and Administrators Evaluating the Effectiveness of the Cultural Enrichment Program School-Site Activities and Study Tours

Effectiveness of CEP Activities in providing pupils with:	Type Activity	Respondent	Some/Much Effect		Little/No Effect		Don't Know		No Response		Total
			N	%	N	%	N	%	N	%	N
Stimulating student interest in the arts and other cultural activities.	School-Site	Teacher	126	88.1	14	9.8	2	1.4	1	.7	143
		Teacher Assist.	12	92.3	-		-		1	7.7	13
		Administrators	10	83.3	1	8.3	-		1	8.3	12
	Study Tours	Teacher	121	89.0	11	8.1	4	2.9	-		136
		Teacher Assist.	15	100.0	-		-		-		15
		Administrators	12	100.0	-		-		-		12
Increasing student awareness of the educational and cultural offerings of both local and extended communities.	School-Site	Teacher	109	76.2	25	17.5	8	5.6	1	.7	143
		Teacher Assist.	12	92.3	1	7.7	-		-		13
		Administrators	9	75.0	1	8.3	2	16.7	-		12
	Study Tours	Teacher	119	87.5	15	11.0	2	1.5	-		136
		Teacher Assist.	15	100.0	-		-		-		15
		Administrators	11	91.7	1	8.3	-		-		12
Providing needed student experiential background for increased perceptual and intellectual development.	School-Site	Teacher	114	79.7	21	14.7	6	4.2	2	1.4	143
		Teacher Assist.	11	84.6	2	15.4	-		-		13
		Administrators	10	83.3	1	8.3	1	8.3	-		12
	Study Tours	Teacher	128	94.1	7	5.1	1	.7	-		136
		Teacher Assist.	14	93.3	1	6.7	-		-		15
		Administrators	12	100.0	-		-		-		12
Providing students basic first hand contact and experience with various cultural and enrichment offerings in the area.	School-Site	Teacher	116	81.1	23	16.1	3	2.1	1	.7	143
		Teacher Assist.	11	84.6	2	15.4	-		-		13
		Administrators	12	100.0	-		-		-		12
	Study Tours	Teacher	129	94.9	6	4.4	1	.7	-		136
		Teacher Assist.	15	100.0	-		-		-		15
		Administrators	12	100.0	-		-		-		12

Table 8 reflects exceptionally positive evaluations of the Cultural Enrichment Program activities by the public elementary school teachers, teacher assistants and administrators. It indicates slightly more positive evaluations of the effectiveness of study tours in achieving the objectives of the Cultural Enrichment Program than for the effectiveness of the school-site activities in achieving these objectives. There are also indications from the data provided in Table 8 that administrators and teacher assistants tended to provide a larger number of highly positive evaluations of the effectiveness of the study tours and school-site activities than were provided by teachers.

The highest percentage of "Much Effect" or "Some Effect" responses provided by teachers (94.9%) was for the questionnaire category pertaining to the effectiveness of the study tours in "Providing students with basic first hand contact and experience with various cultural and enrichment offerings in the area." The highest percentage of "Little Effect" or "No Effect" responses by the teachers (17.5%) was for the effectiveness of school-site activities in "Increasing student awareness of the educational and cultural offerings of both local and extended communities."

One hundred percent of the teacher assistants and the administrators provided "Much Effect" or "Some Effect" evaluations of the effectiveness of study tours in "Simulating student interest in the arts and other cultural enrichment activities," and in "Providing students basic first hand contact." The highest number of "Little Effect" or "No Effect" responses provided by teacher assistants as well as by administrators, 84.6% and 83.3%, respectively, was for the effectiveness of school-site activities in "Providing needed student experiential background for increased perceptual and intellectual development."

Junior High School and Senior High School Staff Questionnaires: Table 9 on the following page summarized the frequencies and the percentages of responses of 38 junior high school teachers, 6 junior high administrators, and 12 senior high school teachers evaluating the effectiveness of the Cultural Enrichment Program school-site and study tour activities. These responses represent 94.6% of the junior high school teachers, 75.0% of the junior high school administrators, and 100.0% of the senior high school teachers of Target Area secondary schools.

TABLE 9

Frequencies and Percentages of Responses of Junior High School Teachers and Administrators and Senior High School Teachers Evaluating the Effectiveness of the Cultural Enrichment Program School-Site Activities and Study Tours

Effectiveness of CEP Activities in providing pupils with:	Type Activity	Respondent	Some/Much Effect		Little/No Effect		Don't Know		No Response		Total
			N	%	N	%	N	%	N	%	N
An increased awareness of economic aspects of the community	School-Site	Jr. High Teachers	16	42.1	13	34.2	6	15.8	3	7.9	38
		Jr. High Admin.	4	66.7	1	16.7	1	16.7	0	-	6
		Sr. High Teachers	4	33.3	2	16.7	2	16.7	4	33.3	12
	Tours	Jr. High Teachers	23	60.5	9	23.7	5	13.2	1	2.6	38
		Jr. High Admin.	4	66.7	1	16.7	1	16.7	0	-	6
		Sr. High Teachers	5	41.7	2	16.7	0	-	5	41.7	12
An increased awareness of educational opportunities	School-Site	Jr. High Teachers	31	81.6	4	10.5	2	5.3	1	2.6	38
		Jr. High Admin.	4	66.7	1	16.7	0	-	1	16.7	6
		Sr. High Teachers	8	66.7	1	8.3	1	8.3	2	16.7	12
	Tours	Jr. High Teachers	31	81.6	3	7.9	3	7.9	1	2.6	38
		Jr. High Admin.	5	83.3	1	16.7	0	-	0	-	6
		Sr. High Teachers	8	66.7	0	-	0	-	4	33.3	12
An increased awareness of vocational alternatives	School-Site	Jr. High Teachers	31	81.6	4	10.5	2	5.3	1	2.6	38
		Jr. High Admin.	5	83.3	1	16.7	0	-	0	-	6
		Sr. High Teachers	7	58.3	1	8.3	1	8.3	3	25.0	12
	Tours	Jr. High Teachers	27	71.1	5	13.2	5	13.2	1	2.6	38
		Jr. High Admin.	5	83.3	1	16.7	0	-	0	-	6
		Sr. High Teachers	5	41.7	1	8.3	0	-	6	50.0	12
An increased awareness of art, music, drama and other cultural aspects of the community	School-Site	Jr. High Teachers	24	63.2	8	21.1	4	10.5	2	5.3	38
		Jr. High Admin.	6	100.0	0	-	0	-	0	-	6
		Sr. High Teachers	6	50.0	1	8.3	2	16.7	3	25.0	12
	Tours	Jr. High Teachers	29	76.3	6	15.8	2	5.3	1	2.6	38
		Jr. High Admin.	6	100.0	0	-	0	-	0	-	6
		Sr. High Teachers	7	58.3	0	-	1	8.3	4	33.3	12
Needed experiential background for increased perceptual and intellectual development	School-Site	Jr. High Teachers	21	55.3	5	13.2	7	18.4	5	13.2	38
		Jr. High Admin.	5	83.3	0	-	1	16.7	0	-	6
		Sr. High Teachers	5	41.7	0	-	2	16.7	5	41.7	12
	Tours	Jr. High Teachers	25	65.8	3	7.9	7	18.4	3	7.9	38
		Jr. High Admin.	5	83.3	0	-	1	16.7	0	-	6
		Sr. High Teachers	6	50.0	0	-	1	8.3	5	41.7	12

Table 9 indicates that junior high school teachers tended to evaluate study tour activities slightly more positively than they evaluated school-site activities, but junior high school administrators and senior high school teachers provided approximately the same level of positive evaluations for the two types of Cultural Enrichment Program activities. Junior high school administrators tended to provide a higher percentage of "Much Effect" or "Some Effect" evaluations than were provided by junior high school or senior high school teachers. Senior high school teachers recorded sizable numbers in the "Don't Know" or "No Response" categories.

The highest percentage of "Much Effect" or "Some Effect" evaluations provided by junior high school teachers (81.6%) was for the effectiveness of school-site activities and study tours in "*Providing pupils with an increased awareness of educational opportunities*," and for the effectiveness of school-site activities in "*Providing pupils with an increased awareness of vocational alternatives*." The highest percentage of "Little Effect" or "No Effect" evaluations provided by teachers was for the effectiveness of school-site activities in "*Providing pupils with an increased awareness of the economic aspects of the community*."

There were 100.0% of the junior high school administrators who indicated that Cultural Enrichment Program study tours and school-site activities had been of "Much Effect" or "Some Effect" in "*Providing pupils with an increased awareness of art, music, drama, and other cultural aspects of the community*." For six of the ten categories of this section of the questionnaire, one "Little Effect" or "No Effect" evaluation was provided by an administrator.

Senior high school teachers provided mixed evaluations. The percentage of "Don't Know" or "No Response" responses for the ten questionnaire categories ranged from 33.3% to 58.4%. The percentage of "Much Effect" or "Some Effect" responses ranged from 33.3% to 66.7%. The highest number of positive evaluations by senior high school teachers was given for the effectiveness of study tours and school-site activities in "*Providing pupils with an increased awareness of educational opportunities*," and the lowest percentage for the effectiveness of school-site Cultural Enrichment Program activities in "*Providing pupils with an increased awareness of economic aspects of the community*."

Parochial Elementary School Principal Questionnaire: Table 10, which follows, presents frequencies and percentages of responses by the six Target Area parochial school principals evaluating the effectiveness of the Cultural Enrichment Program study tours and school-site activities.

TABLE 10

Frequencies and Percentages of Responses by Parochial School Principals Evaluating the Effectiveness of Cultural Enrichment Study Tours and School-Site Activities (N=7)

Effectiveness of Cultural Enrichment Activities to students in:	Degree of Effect							
	Some/Much Effect		Little/No Effect		Don't Know		No Response	
	N	%	N	%	N	%	N	%
Stimulating student interest in the arts and other cultural activities	6	85.7	0	-	0	-	1	14.3
increasing awareness of the educational and cultural offerings of the area	6	85.7	1	14.3	0	-	0	-
Providing needed background for increased perceptual and intellectual development	6	85.7	1	14.3	0	-	0	-
Providing students with basic first-hand contact and experience with various cultural offerings	5	71.4	2	28.6	0	-	0	-

It would appear from the data provided in Table 10 that the parochial school principals felt that the Cultural Enrichment Program activities had generally been effective in increasing the number of opportunities for the pupils of Target Area parochial schools to participate in the educational and the cultural resources of the Bay Area. The effectiveness of the program in "Providing students with basic first hand contact and experience with various culture offerings" was the single questionnaire category for which five of the six principals failed to provide "Some Effect" or "Much Effect" evaluations. In this instance, only four of the six or 71.4% provided "Much Effect" or "Some" Effect" evaluations.

Adequacy of Cultural Enrichment Program Activities: Table 11 on the following page presents the responses of 166 elementary school teachers (86.9%), 10 elementary school teacher assistants (66.6%), 13 elementary school administrators (92.8%), 38 junior high school language arts teachers (100.0%), 13 junior high school counselors (100.0%), and six junior high school administrators (75%) evaluating the adequacy of the Cultural Enrichment Program study tours and school-site activities.

TABLE 11

Frequencies and Percentages of All Respondents Evaluating the Adequacy of the Cultural Enrichment Program Study Tour and School-Site Activities

Group		Less Service Needed		Present Service Adequate		More Service Needed		No Opinion		No Response		Total
		N	%	N	%	N	%	N	%	N	%	N
Elementary School Teachers	Study Tour	1	0.6	40	24.1	113	68.1	9	5.4	3	1.8	166
	School-Site	0	-	31	18.7	124	74.7	9	5.4	2	1.2	166
Elementary School Teacher Assistants	Study Tour	1	10.0	5	50.0	4	40.0	0	-	0	-	10
	School-Site	1	10.0	3	30.0	6	60.0	0	-	0	-	10
Elementary School Administrators	Study Tour	3	23.1	10	76.9	0	-	0	-	0	-	13
	School-Site	0	-	8	61.5	5	38.5	0	-	0	-	13
Junior High School Language Arts Teachers	Study Tour	0	-	8	21.1	30	78.9	0	-	0	-	38
	School-Site	1	2.6	4	10.5	33	86.8	0	-	0	-	38
Junior High School Counselors	Study Tour	2	15.4	6	46.2	4	30.8	1	7.7	0	-	13
	School-Site	0	-	2	15.4	9	69.2	2	15.4	0	-	13
Junior High School Administrators	Study Tour	0	-	2	33.3	4	66.7	0	-	0	-	6
	School-Site	0	-	4	66.7	2	33.3	0	-	0	-	6
Total	Study Tour	7	2.8	71	28.9	155	63.0	10	4.1	3	1.2	246
	School-Site	2	.8	52	21.1	179	72.8	11	4.5	2	.8	246

Table 11 indicates that 28.9% of the staff surveyed felt that the services provided by the Cultural Enrichment Program study tours were adequate; 63.0% felt that more service was needed; 2.8% felt that less service was needed; and a total of 13 individuals (5.3%) indicated "No Opinion" or "No Response" to this question. The highest percentage of "More Service Needed" responses (78.9%) was by junior high school language arts teachers, while the lowest percentage of "More Service Needed" responses was by junior high school counselors (30.8%).

The percentage of "More Service Needed" responses was generally higher for school-site activities than for study tour activities. A percentage of 72.8 of the staff surveyed indicated that more services were needed and 21.1% indicated that the present school-site Cultural Enrichment Program activities were adequate. There were 5.3% of the staff who responded, "No Opinion" or who failed to respond to the questions. These responses pertaining to the adequacy of school-site activities were similar to those pertaining to the adequacy of study tours in that junior high school language arts teachers provided the highest percentage (72.8%) of "More Service Needed" responses. However, the responses differed in that the lowest percentage of "More Service Needed" responses were from junior high school administrators (33.3% rather than senior high counselors.

Integration Model Receiving School Staff Questionnaire: Table 12 on the following page presents the frequencies and the percentages of responses by Integration Model Receiving School staff evaluating the effectiveness of study tours and interschool visits.

TABLE 12

Frequencies and Percentages of Responses by Integration Model Receiving School Teachers Evaluating the effectiveness of Study Tours and Inter-School Visits with ESEA Schools (N= 61)

Questionnaire Category		Degree of Effectiveness													
		Highly Effective		Somewhat Effective		Neutral		Somewhat Ineffective		Highly Ineffective		Don't Know		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Effectiveness in facilitating student understanding & acceptance of children from varied ethnic & economic backgrounds	Study Tour	4	6.6	14	23.0	3	9.8	5	8.2	3	4.9	25	41.0	4	6.6
	Inter-School Visits	8	13.1	12	19.7	7	11.5	2	3.3	0	-	27	44.3	5	8.2

Questionnaire Category		Increase		Continue at Present Level		Continue But Reduce Number		Discontinue Entirely		Don't Know		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
Recommended Quantity for Maximum Effectiveness	Study Tour	13	21.3	11	18.0	4	6.6	4	6.6	23	37.7	6	9.8
	Inter-School Visits	9	14.8	13	21.3	4	6.6	3	4.9	26	42.6	6	9.8

It is evident from Table 12 that 29.6% of the Integration Model Receiving School staff felt that the study tours were "Highly Effective" or "Somewhat Effective," and 32.8% felt that the interschool visits were "Highly Effective" or "Somewhat Effective." There were only 13.1% "Somewhat Ineffective" and "Highly Ineffective" responses pertaining to study tours and 3.3% of the "Some what Ineffective" responses provided for the interschool visit category. However, in evaluating the "Effectiveness of study tours in facilitating student understanding and acceptance of children from varied ethnic and economic backgrounds," 46.6% of the staff responded "Don't Know" or failed to respond to the question when they had the opportunity to indicate a "Neutral" response. The same pattern of responses is evident for the Interschool visits category for which there were 52.5% "Don't Know" and incomplete responses.

The questionnaire responses pertaining to the recommended quantity of study tours and interschool visits parallel the responses analyzed in the preceding paragraph in that there are 37.7% of the staff who responded "Don't Know" and 9.8% who failed to respond to the question pertaining to study tours. There were 39.3% of the staff who felt that the quantity of study tours should remain at the present level or be increased and 36.1% who felt that the quantity of interschool visits should remain at the present level or be increased. Only 6.6% felt that study tours should be discontinued and 4.9% that interschool visits should be discontinued.

Parent Interview Surveys

ESEA Parent Interview Survey: Table 13 provides a summary of the frequencies and the percentages of interview-responses of 336 parents responding to the section of the ESEA Interview Survey which pertained to the number of Cultural Enrichment Program field trips taken by pupils attending Target Area schools. Included in the sample were 188 parents of elementary school pupils, 102 parents of junior high school pupils, and 46 parents of senior high school pupils. These parents represented 96.6% of the proposed random sample of Target Area parents.

It is apparent from the data provided in Table 13 that parents were generally aware of the fact that their children were participating in Cultural Enrichment Program field trips (study tours). Only 4.8% of the parents of elementary school pupils, 14.7% of the parents of junior high school pupils, and 21.7% of the parents of senior high school pupils indicated that their children had not participated in field trips. An approximately equal number of parents of elementary, junior high, and senior high pupils indicated that their children had participated in one or two trips or indicated that their children had participated in three or four trips. These latter two groupings of the parents included nearly one half of the parents interviewed.

TABLE 13

Frequencies and Percentages of ESEA Interview Survey Responses of Parents Pertaining to the Number of Cultural Enrichment Program Field Trips Taken by Pupils of Target Area Public Elementary, Junior High, and Senior High Schools

Question	Responding Parent	Number of Trips Taken													
		0		1 or 2		3 or 4		5 or 6		More than 6		Don't Know		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
23. What about trips? How many field trips has your child gone on with his class since beginning school in September?	Elementary School N= 188	9	4.8	57	30.3	74	39.4	27	14.4	16	8.5	2	1.1	3	1.6
	Junior High School N= 102	15	14.7	35	34.3	36	35.3	11	10.8	2	2.0	1	1.0	2	2.0
	Senior High School N= 46	10	21.7	13	28.3	12	26.1	6	13.0	3	6.5	2	4.3	-	-

Table 14 on the following page summarizes the frequencies and the percentages of interview responses by 292 parents responding to the section of the ESEA Interview Survey which pertained to the value and the recommended number of field trips for pupils. This grouping of parents included 174 parents of elementary school pupils, 84 parents of junior high school pupils, and 34 parents of senior high school pupils. These parents represented 86.6% of the random sample of Target Area parents interviewed. The data relating to the value of the field trips which are provided in Table 14 is limited to responses of parents who indicated a knowledge of the participation of their children in field trips.

It would appear from the data in Table 14 that an overwhelming majority of the parents who were aware of the participation of their children in field trips (study tours) felt that these trips were "Very Valuable" or "Somewhat Valuable," and more than one-half of the parents (89.0%) felt that "A Few More" or "Many More" trips should be scheduled in the future. Only 30 of the parents surveyed (10%) felt that the trips were of "Little Value" or "No Value."

Table 15 reflects the frequencies and the percentages of interview-responses by Target Area parents pertaining to changes in the number of special assemblies or class programs which were perceived by parents of elementary, junior high and senior high school pupils, and the estimation by parents of the value of these programs. A discussion of the data provided in Table 15 is on page 26.

Table 15 also indicates that only 28.2% of the parents of elementary school pupils were aware of a change in comparison to last year in the number of special assemblies and class programs that their children attended. It also indicates that only 30.4% of the parents of junior high school pupils and 45.7% of the parents of senior high school pupils noted a change. It is evident from Table 15 that an overwhelming percentage of the parents who had noted a change in the number of special assemblies or class programs indicated that these activities were "Very Valuable" or "Somewhat Valuable." There were 90.6% of the parents of elementary school pupils; 100% of the parents of junior high school pupils; and 85.7% of the parents of senior high school pupils who provided highly positive evaluation of the value of these events.

TABLE 14

Frequencies and Percentages of ESEA Interview Survey Responses of Parents Pertaining to the Value and the Recommended Number of Cultural Enrichment Program Field Trips for Pupils of Target Area Public Elementary, Junior High, and Senior High Schools

Question	Responding Parent	Degree of Value											
		Very Valuable		Somewhat Valuable		Of Little Value		Of No Value		Don't Know		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
23a. **IF 1 OR MORE:** How valuable do you feel these trips have been?	Elementary School N= 174	125	71.8	30	17.2	13	7.5	2	1.1	2	1.1	2	1.1
	Junior High School N= 84	43	51.2	26	31.0	14	16.7	-		1	1.2	-	
	Senior High School N= 34	25	73.5	7	20.6	1	2.9	-		1	2.9	-	

Question	Responding Parent	Recommended Number of Trips													
		Many More		A Few More		About Right Now		A Few Less		Many Less		Don't Know		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
24. How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, there should be a few less of these trips, or there should be many less.	Elementary School N= 188	51	27.1	49	26.1	75	39.9	4	2.1	1	.5	3	1.6	5	2.7
	Junior High School N= 102	24	23.5	38	37.3	26	25.5	3	2.9	1	1.0	6	5.9	4	3.9
	Senior High School N= 46	6	13.0	20	43.5	16	34.8	1	2.2	-		2	4.3	1	2.2

TABLE 15

Frequencies and Percentages of ESEA Interview Survey Responses of Parents Pertaining to the Number and the Value of Cultural Enrichment Special Assemblies and Class Programs for Pupils of Target Area Public Elementary, Junior High, and Senior High Schools

Question	Responding Parent	Responses							
		Yes		No		Don't Know		No Response	
		N	%	N	%	N	%	N	%
25. Has there been a change in the number of special assemblies or class programs (name) has attended at (School) this spring as compared to last fall?	Elementary School N= 188	53	28.2	77	41.0	53	28.2	5	2.7
	Junior High School N= 102	31	30.4	44	43.1	26	25.5	1	1.0
	Senior High School N = 46	21	45.7	17	37.0	8	17.4	-	

Question	Responding Parent	Degree of Value											
		Very Valuable		Somewhat Valuable		A Little Valuable		Of No Value		Don't Know		No Response	
		N	%	N	%	N	%	N	%	N	%	N	%
25a. IF YES: Well, how valuable do you feel these programs have been:	Elementary School N= 53	32	60.4	16	30.2	2	3.8	-		2	3.8	1	1.9
	Junior High School N= 31	18	58.1	13	41.9	-		-		-		-	
	Senior High School N= 21	11	52.4	7	33.3	3	14.3	-		-		-	

Integration Model Parent Interview Survey: Table 16 on the following page presents the frequencies and the percentages of responses by 82 Sending School parents and 88 Receiving School parents for the section of the Integration Model Interview Survey pertaining to the Cultural Enrichment Program interschool visits of their children.

Table 16 indicates that 19.5% of the Sending School parents were aware that their children had visited with classes at other schools in Oakland and 19.5% were aware that their children had been visited by classes from other Oakland schools. It also indicates that 29.6% of the Receiving School parents were aware that their children had visited classes at Sending Schools in the Target Area or had been in a class visited by Sending School pupils.

It is evident from the data provided in Table 16 that Sending School and Receiving School parents aware of the interschool visits generally felt that their children had enjoyed them. However, 78.9% of the Sending School parents indicated that their children had enjoyed the visits "Very Much" while only 34.6% of the Receiving School parents indicated that their children had enjoyed the interschool visits "Very Much." Approximately 66% of the Sending School parents felt that the interschool visits were "Very Valuable" or "Somewhat" Valuable" and 76.1% of the Receiving School parents felt that they were valuable.

There were 9.8% of the Sending School parents who felt that the interschool visits were of "Little Value" or "No Value" and 20.4% of the Receiving School parents who felt that the interschool visits were of "Little Value" or "No Value." The difference in the negative response pattern for the two groups should be interpreted with caution, however, because 24.4% of the Sending School parents indicated "Don't Know' responses or failed to respond to the question in contrast to 3.0% of the Receiving School parents. A total of 7 Receiving School parents, representing 70.0% of the parents who had provided negative evaluations of the interschool visits, recommended that they be discontinued.

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TABLE 16

FREQUENCIES AND PERCENTAGES OF INTEGRATION MODEL SENDING AND RECEIVING SCHOOL INTERVIEW SURVEY RESPONSES PERTAINING TO PARENT EVALUATIONS OF INTER-SCHOOL VISITS

Questionnaire Category	Responding Parent	Responses: Yes N	Yes %	No N	No %	Don't Know N	Don't Know %	No Response N	No Response %
Has ______'s class visited with classes AT other schools in Oakland?	Sending School (N=82)	16	19.5	52	63.4	14	17.1	0	-
Have any classes FROM other schools come to visit ______'s class?	Sending School (N=82)	16	19.5	43	52.4	21	25.6	2	2.4
Has _____'s class visited WITH classes AT other schools or have classes from other schools visited his/her class?	Receiving School (N=88)	26	29.6	46	52.3	15	17.0	1	1.1

Questionnaire Category	Responding Parent	Responses: Enjoyed Very Much N	Enjoyed Very Much %	Enjoyed Some N	Enjoyed Some %	Enjoyed Very Little N	Enjoyed Very Little %	Didn't Enjoy N	Didn't Enjoy %	Don't Know N	Don't Know %	No Response N	No Response %
If Yes: Would you say that ____ enjoyed these visits very much, some, very little, or (he) (she) did't enjoy them?	Sending School (N=19)	15	78.9	4	21.1	0	-	0	-	0	-	0	-
	Receiving School (N=26)	9	34.6	13	50.0	0	-	1	3.8	0	-	3	11.5

Questionnaire Category	Responding Parents	Degree of Value: Very Valuable N	Very Valuable %	Somewhat Valuable N	Somewhat Valuable %	Little/No Value N	Little/No Value %	Don't Know N	Don't Know %	No Response N	No Response %
What is your opinion concerning the VALUE of such inter-school visits? Would you say they are of much value, of some value, or of little or no value?	Sending School (N=82)	23	28.0	31	37.8	8	9.8	5	6.1	15	18.3
	Receiving School (N=88)	23	26.1	44	50.0	18	20.4	3	3.4	0	-

Questionnaire Category	Responding Parents	Responses: Continued With Change N	Continued With Change %	Discontinued N	Discontinued %	Don't Know N	Don't Know %	No Response N	No Response %
If response to previous category was NO VALUE: Do you feel such visits should be continued only if some changes are made, or do you feel they should be discontinued?	Receiving School (N=10)	0	-	7	70.0	2	20.0	1	10.0

Table 17 presents a summary of the frequencies and the percentages of Integration Model Sending School and Receiving School Interview-survey responses for the section of the interview which pertained to interschool field trips. The responses include 82 parents of Sending School children and 88 parents of Receiving School children.

TABLE 17

Frequencies and Percentages of Integration Model Sending and Receiving School Survey-Responses Pertaining to Parent Evaluations of Interschool Field Trips

Questionnaire Category	Responding Parent	Responses							
		Yes		No		Don't Know		No Response	
		N	%	N	%	N	%	N	%
Has ______'s class been on any trips with students of other Oakland Schools?	Sending School (N=82)	33	40.2	44	53.7	5	6.1	0	-
	Receiving School (N=88)	29	33.0	52	59.1	7	8.0	0	-

	Responding Parent	Responses									
		Enjoyed Very Much		Enjoyed Some		Did Not Enjoy Them		Don't Know		No Response	
		N	%	N	%	N	%	N	%	N	%
Would you say ______ enjoyed trips with children of other Oakland Schools very much, some, or didn't (he) (she) enjoy them?	Sending School (N=33)	28	84.8	5	15.2	0	-	0	-	0	-
	Receiving School (N=29)	22	75.9	6	20.7	1	3.4	0	-	0	-

Table 17 indicates that 40.2% of the Sending School parents and 33.0% of the Receiving School parents were aware of the participation of their children in interschool visits. Within these groupings of parents who were aware of the participation of their children in interschool visits there were 100.0% of the parents of Sending School pupils who felt that their children had enjoyed the trips "Very Much" or "Some" and 96.6% of the Receiving School parents.

SUMMARY AND RECOMMENDATIONS

It would appear that the Cultural Enrichment Program has been generally successful in providing opportunities for pupils of Target Area schools to participate in the cultural and educational resources of the Bay Area community. which otherwise might not be available to them. There is strong evidence that the 523 study tours and the 153 school-site activities which included such experiences as attending a performance of the opera, visiting state parks, and hearing various guest speakers helped to extend the scope of experiences of the Target Area pupils who participated in these events and in many instances helped them to expand their personal and intellectual development.

The school groupings varied somewhat in the type of school-site activity or study tour which predominated and in the approximate mean number of tours per pupil. Study tours of an historical nature or a science nature predominated among the Cultural Enrichment Program activities sponsored by public elementary and junior high schools; visits to other schools and colleges and study tours of a fine arts nature predominated among the cultural enrichment activities offered by public senior high schools. Fine Arts study tours also predominated among the Cultural Enrichment Program activities offered by the parochial elementary schools. Integration Model activities mainly centered around musical events and recreational activities. The 419 study tours (80.1%) and the 117 (76.5%) school-site activities for Target Area pupils which were evaluated, represented an approximate mean number of 1.8 study tours and 1.2 school-site activities per Target Area public elementary school pupil; 1.2 study tours and .43 school-site activities per Target Area parochial school pupil; 2.2 study tours and 6.6 school-site activities per junior high school pupil; and 2.4 study tours and 6.6 school-site activities per senior high school pupil.

Staff evaluations of the Cultural Enrichment Program activities sponsored by Target Area ESEA schools were generally highly enthusiastic. A percentage of 67.0 of the ESEA staff indicated that the activities were of "Great Value" and an additional 16.6% indicated that the activities were of "Some Value."

Evaluations by the Integration Model Sending and Receiving School staff who participated in the Integration Model activities parallel the evaluations made for the non-Integration Model activities in that 74.7% of the staff evaluated the activities as of "Great Value" and 20.0% evaluated them as of "Some Value." When the evaluations of the activities by Sending School and Receiving school teachers are contrasted, it is evident that both groups were highly enthusiastic in their evaluations, but that a higher percentage of Sending School staff (81.0%) than Receiving School staff (66.7%) indicated that the Cultural Enrichment Program activities were of "Great Value." From the evaluations available for Integration Model activities, there are indications that in general both Sending and Receiving School staff who participated in the Cultural Enrichment Program activities felt that interpersonal and intergroup relations were "Excellent" or "Good" among the pupils attending Integration Model study tours and school-site activities.

Positive evaluations of the study tours and the school-site activities were made by public elementary school teachers, teacher assistants and administrators. In the staff questionnaires, administrators and teacher assistants tended to provide slightly more positive evaluations than the teachers provided, and all groups in general evaluated study tours slightly more favorably than school-site events in relation to effectiveness in achieving the objectives of the Cultural Enrichment Program activities.

The junior high school staff generally provided evaluations of the effectiveness of the Cultural Enrichment Program activities which were parallel to those provided by the public elementary school staff. However, senior high school teachers provided a sizable number of "Don't Know" responses or failed to respond to the questions. Their "Much Effect" or "Some Effect" responses ranged from 33.3% to 66.7%. The highest percentage of favorable responses given by senior high school teachers was for the effectiveness of the activities in "Providing pupils with an increased awareness of educational opportunities;" the lowest percentage of favorable responses was for "Providing pupils with an increased awareness of the economic aspects of the community."

Parochial school principals, like the public school administrators, felt that the Cultural Enrichment Program activities had been effective generally in increasing the number of opportunities for the pupils of Target Area parochial schools to participate in the cultural resources of the Bay Area.

The public school staff generally indicated a desire for more cultural enrichment activities. There were 63.0% who felt that more service was needed and only 2.8% who felt that less service was needed. Junior high school language arts teachers in particular indicated the need for more services. The percentage of staff indicating the need for an increased number of school-site activities was higher than the percentage of staff indicating the need for an increased number of study tours.

The staff participating in the Integration Model activities were somewhat ambivalent in their responses pertaining to the effectiveness of the study tours and the school-site activities in facilitating pupil understanding and acceptance of children from varied ethnic and economic backgrounds. There were 46.6% of the staff who responded "Don't Know" or who failed to respond to the category of the question which referred to study tours and 52.2% for the category which referred to school-site activities. The staff responses pertaining to the recommended quantity of Integration Model activities parallel the responses pertaining to the effectiveness in that there were a sizable number of "Don't Know" responses of failures to respond.

The parents of Target Area pupils who were interviewed were generally aware of the participation of their children in the Cultural Enrichment Program activities. An overwhelming majority of those aware of the participation indicated that the trips were "Very Valuable" or "Somewhat Valuable" and that more trips should be scheduled in the future. Less than one-half of the parents interviewed indicated an awareness of a change in the number of assemblies and special programs offered this year in contrast to the previous year. An inability to discriminate between "special" programs and assemblies and those offered as part of the regular school program may have caused the parents to respond as they did. The parents who did observe changes in the number of special assemblies and programs provided were overwhelmingly positive in their assessment of the value of these events.

Only 19.5% of the Sending School parents and 29.6% of the Receiving School parents were aware of the Integration Model interclass visits in which their children had participated. Approximately two thirds of the Sending School parents and three fourths of the Receiving School parents who were aware of the interschool visits indicated that the visits were "Very Valuable" or "Somewhat Valuable." There were 40.2% of the Sending School parents and 33.0% of the Receiving School parents who were aware of the interschool field trips (study tours). One hundred percent of this latter group of parents felt that their children had enjoyed these trips "Very Much" or "Some."

It is evident from the staff and the parent evaluation of the Cultural Enrichment Program that these activities were generally valuable for pupils and that substantial numbers of the staff and the parents felt that the number of activities should be increased in the future.

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JJW:tc

An IM Project choir

CHAPTER IV

EVALUATION OF INTEGRATION MODEL PROJECT

Greetings at an interschool visitation

EVALUATION OF INTEGRATION MODEL PROJECT

INTRODUCTION

The Oakland Unified School District is committed to quality education and to equal educational opportunities for all students. It recognizes that one of the most pressing problems in urban education today is the complex issue of de facto segregation and its corollaries of misunderstanding, indifference, frustration, and distrust. As a part of Oakland's total ESEA Title I program this year the Integration Model (IM) project was continued as an additional approach to the district's program for providing increased opportunities for integrated education experiences for students. The IM project provided a means for studying some of the effects of increased racial, cultural, and socio-economic integration in a limited setting so that guidance could be provided to the district in the development of further patterns for integration programs.

The following program objectives guided the operation of the IM project:

1. To provide free transportation via chartered bus services for approximately 300 students in grades one-six, who reside in neighborhoods served by three over-crowded "sending" schools so that they could attend any one of seven selected under-capacity "receiving" schools.

2. To stimulate the educational achievement growth of project pupils beyond their apparent base learning rate observed at the start of the project year.

3. To assist "receiving" school attendance area pupils in maintaining or increasing the apparent pre-project base learning rate.

4. To provide in-class and out-of-class opportunities for shared experiences so that the transported pupils would be assimilated into their new school environment and be accepted by their classmates.

5. To provide a series of cultural enrichment exchange activities that would be shared by integrated school populations and to provide instructional programs that would not only accommodate the needs of the students from the "sending" schools, but also programs that could be shared by those students in the "receiving" schools who have similar educational needs.

6. To stimulate the age-appropriate social-motivational development of the transported and "receiving" school attendance area pupils.

7. To enlarge the understanding of "receiving" school personnel and community concerning the educational and social emotional needs of minority group children in general and the IM pupils in particular through full use of the district's Department of Urban Educational Services Office of Human Relations.

PROCEDURE

Subjects

The project was designed to accommodate approximately 300 pupils. This enrollment goal was based upon: the overall anticipated classrooms in the seven "receiving" schools; the number of Negro children regularly enrolled in the "receiving" schools; and the total school enrollment in each of the seven "receiving" schools.

Efforts to reach the enrollment goal began in late spring of 1967 and continued during the summer and fall of 1967. In order to encourage enrollment in the program, announcements concerning the project were posted in the three "sending" school attendance areas; various news media were employed to publicize details of the project; and members of the school district's Office of Human Relations as well as attendance area parents made home visitations in the "sending" school communities.

The criteria utilized in pupil selection and participation were as follows:

1. Participation in the project was open to all "sending" school area children except those entering kindergarten (because of bus scheduling and distance traveled) and children in special programs (EMR, SMR,EH) because of facility and program limitations.

2. On a first-come, first-served basis, parents of "sending" school pupils had the opportunity of choosing "receiving" schools by indicating order of preference. First choice was honored whenever possible.

3. "Sending" schools were not restricted to individual quotas but the total quota (300) for the three "sending" schools was set for an equitable distribution of applications.

By the end of September, 1967, when the enrollment picture appeared to be stabilized, enrollment in the project was closed with 311 children participating. Of the 311 total participants, 182 were students new to the project, while 129 were students who had participated during the 1966-67 school year. Numbers of children participating by grade level are presented in Table 1.

TABLE 1

Numbers of Integration Model Students by Grade Level

Grade Level	Number	Percent
1	50	16.1
2	50	16.1
3	49	15.7
4	50	16.1
5	52	16.7
6	60	19.3
Total	311	100.0

Services to "Receiving" Schools

In order to facilitate the integration process in the seven "receiving" schools a number of additional services, not previously available to these schools, were provided. These services were as follows:

1. Members of the school district's Office of Human Relations assisted in the coordination of cultural enrichment exchange activities and provided leadership in the development of school-site human relations committees and school-community councils.

2. Budget was provided for a series of inter-school visits and cooperatively scheduled field trips by each of the seven "receiving" schools. These activities were coordinated by the OHR staff member assigned to the school. The essential purpose of these trips and visits was to provide the participating staff and pupils opportunities for increased human-relations-oriented interaction. This interaction was facilitated by pre-planning for the activity itself and a follow-up review. This program was facilitated by the availability of transportation service on a full-day basis. The evaluation of these activities is detailed in Chapter III, EVALUATION OF CULTURAL ENRICHMENT ACTIVITIES.

3. Four remedial instruction teachers were provided to give assistance in reading and other basic skill areas to students needing this service in the seven "receiving" schools.

4. In-service activities were also provided. School site meetings were scheduled in cooperation with OHR staff members with varying frequency throughout the year. Topics centered on ways of better understanding the cultural and economic backgrounds of the IM students as well as on strategies for implementing human relations activities within the classroom and among pupils within and between schools.

Evaluation Design

In order to study possible differential achievement levels and rates for IM pupils a two-group study design was developed. The two basic groups were:

1. The IM students.

2. A sample of "sending" school students having characteristics similar to those of the IM students but who chose not to take advantage of the IM program. Pupils in this study group were paired with IM students using grade, sex, age, and reading test results as controls.

Purposes for the evaluation design employed were:

1. To assess at grades 2, 4 and 6 some of the possible effects in measured reading achievement and learning aptitudes on pupils participating in the IM project by comparing their tested performance with those of the comparison group.

2. To study, at grades 3, 4, and 6 selected aspects of the social patterning operating in the receiving school classrooms to which the IM study group had been assigned.

3. To assess "receiving" school staff perceptions of selected aspects of the IM project.

4. To study the perceptions of "sending" and "receiving" school parents to selected aspects of the IM project.

Instruments

Standardized Tests: To assess pre-post achievement and learning aptitude within and among the "sending" and "receiving" study groups standardized tests were administered as indicated in Table 2.

TABLE 2

Summary of IM Project Standardized Tests Schedule

Grade	Test	Post Test			Post Test		
		Level	Form	Date	Level	Form	Date
2	Stanford-Word Rdg Paragraph Mng	Prim I	W	May '67	Prim II	W	May '68
3	Stanford-Word Mng Paragraph Mng	Prim II	W	May '67	Prim II	X	May '68
6	Stanford-Word Mng Paragraph Mng	Int II	W	Oct '67	Int II	X	May '68

Sociometric Data: To approach the study of selected aspects of the social patterning within the classrooms to which the IM participants were assigned the Sociometric test question: "What are the names of three boys and girls you would most like to sit near?" was given to children in grades 3, 4 and 6. It was explained to the pupils that a new seating arrangement was the purpose for which they were indicating their choice. The test situation was administered in January, 1968, and again in May, 1968.

Staff Questionnaires: To sample staff opinion concerning their views of selected aspects of the project, a questionnaire was designed and administered to all staff members who had administrative or teaching responsibilities for the IM pupils of the project. Copies of these questionnaires will be found in Appendix IV.

Parent Interview Schedules: To sample "receiving" and "sending" school parent opinions concerning their views of the salient features of the project, two interview schedules relevant to these populations were developed and administered. See samples of these schedules in Appendix IV.

Data Analysis

Pre and post frequency distributions, means, and standard deviations based upon raw score values were computed for the Word Meaning and Paragraph Meaning sub-tests of the Stanford Achievement Test. These data were compiled for the two study groups at grades 2, 4, and 6. Only those pupils having pre and post data were included in the test score analyses.

In addition to these basic analyses, the data were analyzed using the covariance technique to determine what significant differences, if any, were evident between the two study groups. In each instance, the pre-test data were used as the covariate control. Inasmuch as a basic assumption of covariance analyses (randomization of the individuals and/or groups under study) could not be satisfied, the results reported must necessarily be viewed as suggestive within approximate levels of chance.

The focus of the analysis of the sociometric data was upon the number of choices received by each student in the study. Comparisons of the number of choices received by the various groups under study were analyzed in terms of cumulative proportions using the Kolmogorov-Smirnov Chi Square test. These analyses were performed for all students having January, 1968 and May, 1968 sociometric data. In addition, longitudinal analyses were performed for students having sociometric test data for the testing periods February, 1967 and May, 1968.

The subjective data collected from both the instructional staff and parents are reported in terms of response frequencies and percentage conversions.

FINDINGS

Achievement Test Results

Table 3 presents a summary of the results obtained from the analyses of covariance performed on the I.M. and "sending school" samples at grades 2, 4, and 6.

It will be noted that, despite pre-test matching of students in the two groups in terms of reading test scores, there were some sizable pre-test intergroup differences in reading at each grade level. These differences are a product of the fact that matching could only be approximated within the limited pool of available matches. The pre-test differences between the groups have been accounted for in the analyses of post-test results. Statistically adjusted post-test means were computed and the test of significance (F ratios) of the differences between the adjusted values were determined using the covariance approach to the analysis of variance. The hypothesis under test is that, as a function of the two sets of experiences (IM and general Title I) no differences will be found between the two study groups post-project reading achievement means.

Although stated in this definitive fashion, there are numerous sources of influence neither controlled nor randomly distributed in this design that can influence the reported results. Thus the results of these analyses should be interpreted as suggestive of trends. The reader should also bear in mind the modest sample sizes included at each grade level.

TABLE 3

Summary of Covariance Analyses of Achievement Test Scores for Two Matched Study Groups – Integration Model Project – 1967-68

Grade	Study Group*	Pre Test	Post Test	N	Means		Grade Equivalent			Adjusted Post Mean	Covariance Analyses
					Pre	Post	Pre	Post	Gain		
2	I.M.	SAT- Word Reading Prim. I-W (5/67)	SAT- Word Meaning Prim. II-W (5/68)	33	13.5	12.5	1.5	2.3	+ .8	12.8	df = 1, 63 F =.007 P>.05 Not significant
	S.S.			33	14.4	13.0	1.5	2.3	+ .8	12.7	
	I.M.	SAT- Paragraph Meaning Prim. I-W (5/67)	SAT- Paragraph Meaning Prim. II-W (5/68)	33	13.2	20.2	1.6	2.1	+ .5	19.9	df = 1, 63 F =.007 P>.05 Not significant
	S.S.			33	12.1	19.3	1.6	2.1	+ .5	19.7	
4	I.M.	SAT- Word Meaning Prim. II-X (5/67)	SAT- Word Meaning Int. I-W (5/68)	34	19.6	12.8	3.0	3.6	+ .6	12.6	df = 1, 65 F =.049 P>.05 Not significant
	S.S.			34	19.3	12.3	2.9	3.5	+ .6	12.4	
	I.M.	SAT- Paragraph Meaning Prim. II-X (5/67)	SAT- Paragraph Meaning Int. I-W (5/68)	34	32.7	21.4	3.0	3.4	+ .4	21.6	df = 1, 65 F =.001 P>.05 Not significant
	S.S.			34	33.7	21.9	3.0	3.6	+ .6	21.6	
6	I.M.	SAT- Word Meaning Int. II-W (10/67)	SAT- Word Meaning Int. II-X (5/68)	43	13.5	19.5	4.1	5.1	+1.0	19.5	df = 1, 83 F =2.276 P> .05 Not significant
	S.S.			43	13.5	17.7	4.2	4.9	+ .7	17.6	
	I.M.	SAT- Paragraph Meaning Int. II-W (10/67)	SAT- Paragraph Meaning Int. II-X (5/68)	43	20.4	24.3	4.2	4.7	+ .5	24.4	df = 1, 83 F =.945 P> .05 Not significant
	S.S.			43	20.7	23.3	4.3	4.6	+ .3	23.2	

*I.M. = "Integration Model;" S.S. = "Sending School"

It will be noted in Table 3 that the F ratio values confirm the hypothesis of no significant differences between the study groups on post-project reading achievement means for all grade levels. These findings can be interpreted to mean that the children remaining in their home (sending) school, in which the general ESEA Title I project was operative, gained as much as their counterparts who were transported to a new learning environment. Another way of interpreting the findings for the IM children is that they sustained no setback in their achievement growth as a consequence of the potentially distracting factors of a new environment, formation of new teacher and peer relations, travel, etc.

Increments in mean grade equivalent scores are evident on the two subtests for each group at the three grade levels under study. While some variations within and between grade levels will be noted, neither of the two study groups will be observed to have made clearly greater gains than the other across grade levels.

Sociometric Data

The design for analyzing the one year (1967-68) sociometric responses of the children in the "receiving" school classes utilized the following comparisons of the counts of the number of times children were chosen:

No. of Choices Received by:		No. of Choices Received by:
Attendance Area Caucasian and Other White	vs.	Integration Model
Attendance Area and Open Enrollment* Negro	vs.	Integration Model
Attendance Area Caucasian and Other White	vs.	Attendance Area and Open Enrollment* Negro

The analyses of the pre-post sociometric test data for each of these comparison groups are presented in Table 4. Examination of the distribution of choices and the X^2_{ks} values will reveal the following tendencies:

Caucasian vs. IM: A comparison of the number of choices received by the Caucasian and IM students reveals a significant difference in the proportion of choices--beyond the .01 level--at the pre test; however, that difference faded at the post-test point and was not statistically significant. At the pre-test point, the Caucasian youngsters were chosen more frequently than the IM students, but both groups were chosen proportionally as often as the post-test period in May, 1968. It is evident that the IM children gained ground in the social patterning dynamics of the classroom as the school year progressed.

Attendance Area/Open Enrollment Negro vs. IM: The data presented in Table 4 reveal no significant differences in the number of times the Attendance Area/Open Enrollment Negro children were chosen as compared with the IM children at either the January or May testing periods.

Caucasian vs. Attendance Area/Open Enrollment Negro: No significant differences were found in the choice patterns of these two groups for either January or May 1968 data.

TABLE 4

SUMMARY STATISTICS FOR SOCIOMETRIC DATA AND X^2_{KS} TESTS OF SIGNIFICANCE OF DIFFERENCES BETWEEN CUMULATIVE PROPORTIONS OF DESIGNATED SAMPLES

Times Chosen	Combined Grades 3,4 & 6 Pre Test 1/68							Combined Grades 3,4 & 6 Post Test 5/68						
	Attendance Area Caucasian and Other White			Integration Model				Attendance Area Caucasian and Other White			Integration Model			
	N	%	Cum %	N	%	Cum %	D	N	%	Cum %	N	%	Cum %	D
0	53	8	8	21	16	16	8	78	12	12	21	19	19	7
1	126	19	27	35	27	43	16	116	18	30	14	13	32	2
2	131	20	47	24	18	61	14	146	23	53	27	24	56	3
3	123	19	66	20	15	76	10	100	15	68	15	14	70	2
4	82	12	78	12	9	85	7	74	11	79	14	13	83	4
5+	144	22	100	18	15	100	0	133	21	100	19	17	100	0
Total	659			130				647			110			

Test of difference between cumulative distributions
$X^2_{KS} = 11.119$ $P < .01$

Test of difference between cumulative distributions
$X^2_{KS} = 1.843$ $P > .05$

Times Chosen	Attendance Area and Open Enrollment Negro			Integration Model				Attendance Area and Open Enrollment Negro			Integration Model			
	N	%	Cum %	N	%	Cum %	D	N	%	Cum %	N	%	Cum %	D
0	21	12	12	21	16	16	4	18	9	9	21	19	19	10
1	31	18	30	35	27	43	13	30	16	25	14	13	32	7
2	44	25	55	24	18	61	6	45	24	49	27	24	56	7
3	20	11	66	20	15	76	10	26	14	63	15	14	70	7
4	24	14	80	12	9	85	5	33	17	80	14	13	83	3
5+	34	20	100	18	15	100	0	38	20	100	19	17	100	0
Total	174			130				190			110			

Test of difference between cumulative distributions
$X^2_{KS} = 5.029$ $P > .05$

Test of difference between cumulative distributions
$X^2_{KS} = 2.787$ $P > .05$

Times Chosen	Attendance Area Caucasian and Other White			Attendance Area and Open Enrollment Negro				Attendance Area Caucasian and Other White			Attendance Area and Open Enrollment Negro			
	N	%	Cum %	N	%	Cum %	D	N	%	Cum %	N	%	Cum %	D
0	53	8	8	21	12	12	4	78	12	12	18	9	9	3
1	126	19	27	31	18	30	3	116	18	30	30	16	25	5
2	131	20	47	44	25	55	8	146	23	53	45	24	49	4
3	123	19	66	20	11	66	0	100	15	68	26	14	63	5
4	82	12	78	24	14	80	2	74	11	79	33	17	80	1
5+	144	22	100	34	20	100	0	133	21	100	38	20	100	0
Total	659			174				647			190			

Test of Difference between cumulative distributions
$X^2_{KS} = 3.524$ $P > .05$

Test of difference between cumulative distributions
$X^2_{KS} = 1.469$ $P > .05$

Examination of the actual distributions included in Table 4 will also reveal interesting trends at the lower end of the "time chosen" distributions--those children who might be classified as "isolates". Somewhat smaller proportions of IM children were observed to receive "0" or "1" choices in May as compared with January. A like situation was observed for the Attendance Area and Open Enrollment Negro youngsters despite the absence of any statistically significant differences when the entire choice distribution of this group was compared with the distributions for both the Caucasian and IM students. These decreasing proportions of infrequently chosen IM and other Negro children are encouraging, and suggest that the efforts of the instructional staff and pupils at the "receiving" schools have been successful in making the IM students an integral part of the social fabric of their new schools.

Considerable caution should be exercised when interpreting the patterns of sociometric choices among the three comparison groups over the short time span represented for the analyses presented in Table 4. To overcome the limitations of the short term examination of the dynamics of social patterning within the IM classrooms--represented by the data in Table 4--a longitudinal study of selected students having sociometric data over a two year period was also initiated.

The design for analyzing the longitudinal (February, 1967--May, 1968) sociometric responses of children in the "Receiving" schools classes utilized the following comparisons of the counts of the number of times children were chosen:

No. of Choices Received by:		No. of Choices Received by:
Attendance Area Caucasian and Other White (Pre and Post)	vs.	Integration Model (Pre and Post)
Attendance Area Caucasian and Other White (Pre test)	vs.	Attendance Area Caucasian and Other White (Post Test)
Integration Model (Pre test)	vs.	Integration Model (Post test)

The analyses of the pre-post sociometric test data for each of these comparison groups are presented in Table 5. Examination of the distribution of choices and χ^2_{ks} values will reveal the following tendencies:

Caucasian vs. IM: A longitudinal comparison of the number of choices received by the Caucasian and IM students reveals no significant differences between these two groups at either the February, 1967 or May, 1968 testing periods. Those IM youngsters in the project for two years were chosen proportionately as often as their Caucasian counterparts.

TABLE 5
SUMMARY STATISTICS FOR LONGITUDINAL SOCIOMETRIC DATA

	PRE TEST 2/67							POST TEST 5/68						
Times Chosen	Attendance Area Caucasian and Other White			Integration Model				Attendance Area Caucasian and Other White			Integration Model			
	N	%	Cum.%	N	%	Cum.%	D	N	%	Cum.%	N	%	Cum.%	D
0	7	10	10	7	16	16	6	10	14	14	6	14	14	0
1	14	20	30	11	26	42	12	9	13	27	6	14	28	1
2	15	22	52	11	26	68	16	19	28	55	10	23	51	4
3	12	17	69	8	18	86	17	12	17	72	6	14	65	7
4	7	10	79	4	9	95	16	8	12	84	7	16	81	3
5+	14	20	99	2	5	100	1	11	16	100	8	18	99	1
Total	69			43				69			43			

$X^2_{ks} = 3.062 \quad P > .05$

$X^2_{ks} = .519 \quad P > .05$

	PRE TEST 2/67			POST TEST 5/68			
Times Chosen	Attendance Area Caucasian and Other White			Attendance Area Caucasian and Other White			
	N	%	Cum.%	N	%	Cum.%	D
0	7	10	10	10	14	14	4
1	14	20	30	9	13	27	3
2	15	22	52	19	28	55	3
3	12	17	69	12	17	72	3
4	7	10	79	8	12	84	5
5+	14	20	99	11	16	100	1
Total	69			69			

$X^2_{ks} = .345 \quad P > .05$

	PRE TEST 2/67			POST TEST 5/68			
Times Chosen	Integration Model			Integration Model			
	N	%	Cum.%	N	%	Cum.%	D
0	7	16	16	6	14	14	2
1	11	26	42	6	14	28	14
2	11	26	68	10	23	51	17
3	8	18	86	6	14	65	21
4	4	9	95	7	16	81	14
5+	2	5	100	8	18	99	1
Total	43			43			

$X^2_{ks} = 3.793 \quad P > .05$

Caucasian Pre-test vs. Caucasian Post-test: It will be observed from Table 5 that there was no significant change in the "times chosen" distributions of the Caucasian students having data for the two year period. The choice patterns for this group remained relatively constant from February, 1967 to May, 1968.

IM Pre-test vs. IM Post-test: As was true for the Caucasian children, the pre and post-test choice distributions for the Integration Model students reveal no significant differences. The IM youngsters were chosen proportionately as frequently at the February, 1967 testing period as they were at the May, 1968 period.

Although there were some minor differences in the short-term analyses of the social patterning taking place in the IM classrooms, these differences appear to be non-existent when examined within a longitudinal framework. The overall pattern of the results of the sociometric data presented in Table 5 would suggest that there is no difference in the choice patterns for either the Caucasian or IM students. It would appear, from the absence of any statistically significant differences in the longitudinal within and between groups analyses, that the Integration Model students have been as well accepted in the IM "receiving" schools as those students who reside within the attendance boundaries of the participating schools.

Staff Questionnaire Results

Principals' Questionnaires: Principals in each of the seven "receiving" schools were asked to respond to a series of questions related to the operation of the IM Project in their schools. Some representative questions and responses from the Principals' Questionnaire are presented below. The complete questionnaire with response frequencies and percentage conversions will be found in Appendix IV.

1. From your knowledge of the total IM Project at your school this year and last year, how would you rate this year's program?

Much More Effective	Somewhat More Effective	About the Same	Somewhat Less Effective	Much Less Effective	Don't Know
2	4	1			
28.6%	57.1%	14.3%			
5	4	3	2	1	

3. In your opinion, how well do the children of various ethnic and economic backgrounds work and play together?

Very Well	Fairly Well	Fairly Poorly	Very Poorly	Don't Know
3	4			
42.8%	57.1%			
4	3	2	1	

6. Please rate the extent to which the services of the Office of Human Relations Staff have benefitted the Project.

		1	5		1		
No Help	___	14.3%	71.4%		14.3%	___ Very Helpful	Don't Know _____
	1	2	3		4	5	

7. Please rate the extent to which you feel the services of the Remedial Reading teacher benefited the Project.

			1	2	4		
No Help	___	___	14.3%	28.6%	57.1%	Very Helpful	Don't Know _____
	1	2	3	4	5		

It is evident from these data that the principals generally felt that the 1968 IM Project was "somewhat more effective" than the 1967 Project. In addition, it is encouraging to note the positive response to the question related to how well the children of mixed racial and economic backgrounds were able to work and play together. It would also appear that the principals viewed the services of the Office of Human Relations staff as having modestly benefitted the Project, while the services of the Remedial Reading teacher were viewed as being quite helpful.

In the open-ended section of the Principals' Questionnaire, the one major accomplishment of the IM project mentioned most often by the principals was that of "developing increased understanding and acceptance of children and parents of different ethnic backgrounds."

Teachers' Questionnaires: The "receiving" school teacher questionnaire was designed to obtain opinions concerning the various services and activities related to the IM program in their schools. The data presented in this section of the report is based upon 61 teachers or 73% of the total number of teachers in the seven receiving schools. Some representative questions and responses from the Teachers' Questionnaire are presented below, while the complete questionnaire with response frequencies and percentages will be found in Appendix IV.

When asked to rate the comparative effectiveness of the 1967 and 1968 IM programs, the responses of teachers ranged from "Much More Effective" (3.3%) to "Much Less Effective" (9.8%), while the average response centered on the category "About the Same."

It was also encouraging to note that 68.8% of the teacher respondents felt that the IM and attendance area children worked and played together either "Very Well" or "Fairly Well."

Teachers were also asked to respond to a series of questions related to the effectiveness of the cultural enrichment Study Tours and Inter-School visitations. Of those teachers indicating knowledge of the effectiveness of these activities, the majority felt that the Study Tours and Inter-School visits were effective instructional aids and that they should be continued at the level provided during the 1967-68 school year.

Questions were also asked regarding the degree of helpfulness of the Office of Human Relations staff and the services of the Remedial Reading teacher. Responses to the services of the Office of Human Relations staff were mixed, with the majority of responses appearing toward the less positive end of the scale. Conversely, 55.7% of the teachers rated the services of the Remedial Reading teacher as being "Very Helpful."

Parent Interview Results

"Receiving" School Sample: The results reported here are based upon 88 usable interviews obtained. The original sample of 100 randomly selected parents represented approximately 5% of the total population of families residing in the seven "receiving" school attendance areas. Eight representative questions and results from the survey are presented here to indicate the general response tendencies of the parent sample studied. The complete listing of response frequencies and percentage conversions will be found in Appendix IV.

4a. "...over-all, what effect have you noticed on the school's instructional program this year?"

	N	%		N	%
Positive	11	13	Positive & Negative	6	7
Little Difference	35	40	Don't Know	19	22
Negative	15	17	No Response	2	2

5. "All in all, what effect do you feel the Integration Model Project has had in assisting all pupils to develop respect for the rights of others and in helping them develop an understanding of each other and others, regardless of race, creed or economic standing?"

	N	%		N	%
Positive	25	28	Positive & Negative	8	9
Little difference	30	34	Don't Know	11	12
Negative	14	16	No response	—	—

10. "What is your opinion concerning the value of ... interschool visits?"

	N	%		N	%
Great value	23	26	No value	10	11
Some value	44	50	Don't know	3	3
Little value	8	9	No response	—	—

11. "Now, looking back over the year, do you feel that (your child) has made more progress in all (his) (her) school work this year than last year, about the same amount of progress, or do you feel (he) (she) has made less progress this year than last?"

	N	%		N	%
More progress	37	42	More and less	3	3
Same	30	34	Don't know	3	3
Less	15	17	No response	—	—

14. "From what you have been able to observe, would you say that the children in (your child's) class have accepted the children participating in the Project, or have they tended not to accept them?"

	N	%		N	%
Accepted	74	84	Don't know	10	11
Not accepted	3	3	No response	1	1

16. "Do you feel that the overall effects of the Integration Model Project will be beneficial for all concerned?"

	N	%		N	%
Yes	43	49	Don't know	13	15
No	30	34	No response	2	2

18. "Do you feel that some children in overcrowded hill area schools should take part in a similar program where there are under-capacity schools in other parts of Oakland?"

	N	%		N	%
Yes	33	38	Don't know	1	1
No	54	61	No response	—	—

20. "What is your general impression of the job the Oakland Public Schools are doing in the educating of the children in your family?"

	N	%		N	%
Excellent	24	27	Poor	5	6
Good	34	39	Don't know	—	—
Fair	25	28	No response	—	—

The following trends appear to emerge from these data. Concerning the IM Project effect on the instructional program, parents interviewed seem to feel that the effect has been either positive or that it has made little difference. As to its effect on children in developing understanding, approximately 62% feel that the effect has been either positive or has made little difference.

It will also be observed that the parents interviewed tend to be quite positvely oriented toward the value of the inter-school visits. There is also a strong tendency for the parents to feel that their children have made either the same or more progress in school this year as compared with 1967. Approximately 84% of the parents interviewed indicated that the IM children have, in their opinion, been accepted by their classmates, and nearly half (49%) felt that the effects of the IM Project would be beneficial to those associated with it. Approximately 38% would agree and 61% would disagree that children in "overcrowded hill area school should take part in a similar program where there are under-capacity schools in other parts of Oakland." The majority (66%) of the parents interviewed were of the opinion that the Oakland Public Schools are doing a "good" or "excellent" job in educating the children in their families.

"Sending" School Sample: The results reported here are based upon 82 usable interviews or approximately 45% of the IM family population. The sampling was restricted by the fact that many families had two or more children participating in the program. In drawing the sample only one child from a family was included.

The response frequencies and percentages for all times included in the survey will be found in Appendix IV. The following items are representative questions and responses and indicate general response tendencies made by this study group.

4. "There were various reasons why parents in this school area wanted to have their children take part in the Integration Model Project. Now, what was the main reason you wanted (your child) to take part in this project?"

	N	%		N	%
Better education	30	37	Friends taking part	—	—
Integrated education	2	2	Other	14	17
Less crowded	32	39	Don't know	—	—
Meet new children	3	4	No response	1	1

8. ". . .what are your feelings about (your child's) interest in school now compared with the interest he showed in the school he attended last year?"

	N	%		N	%
Much more interested	35	43	Less interested	4	5
Somewhat more interested	14	17	No change	13	16
A little more interested	16	20	Don't know	—	—
			No response	—	—

10. "What would you say about (your child's) progress in reading since last September?"

	N	%		N	%
Much better	31	48	About the same	10	15
Somewhat better	12	19	Not as well	1	2
A little better	11	17	Don't know	—	—
			No response	—	—

22. "From what you have been able to see would you say that the children in (your child's) school who live near that school have accepted the childjren transported there by bus, or have they tended not to accept them?"

	N	%		N	%
Accepted	59	91	Don't know	3	5
Not accepted	2	3	No response	1	2

28. "What is your feeling concerning the value of such visits of (your child's) class to other schools of Oakland or the visits of classes of other schools to (your child's) school?"

	N	%		N	%
Much value	23	28	Little/no value	8	10
Some value	31	38	Don't know	5	6
			No response	15	18

31. "Do you feel that some of the children in overcrowded hill area schools should take part in a similar program where there are under-capacity schools in other parts of Oakland?"

	N	%		N	%
Yes	66	81	Don't know	2	2
No	12	15	No response	2	2

40. "What is your general feeling about the job the Oakland Public Schools are doing in educating the children in your family?"

	N	%		N	%
Excellent	13	16	Poor	—	—
Good	42	51	Don't know	1	1
Fair	25	31	No response	1	1

In response to the question related to the reason for sending their child to the new school, parents were about equally divided between answering "better education" and "less crowded." Of the total respondents, 60% indicated that their child was "somewhat" or "much more interested" in school now. About seven out of ten of the parents of children in grades 2--6 felt that their child's progress in reading was either "somewhat" or "much better". Fifty-nine parents, or 91% indicated that they believed their child had been accepted in his new school.

The majority of those responding (66%) assigned the rating of "some" or "much value" to the inter-school visitations. Roughly 81% of the "sending" school parents felt that children in overcrowded hill area schools should take part in a similar program where there might be under-capacity schools in other parts of Oakland. In response to the question about how well the Oakland Public Schools were doing in educating their children, 67% indicated "good" or "excellent".

Responses to additional questions pertaining to parent participation in school activities suggest that IM parents have become involved to a considerable extent in this important area. For the present, the majority apparently see no reason to change the way the IM Project has been operating.

DISCUSSION AND SUMMARY

Analyses were made of year-long achievement test scores for IM children as compared to a group of comparable children in the "sending" schools. "F" ratio values obtained from the analyses of covariance indicate no significant differences between the study groups on adjusted post-test means. Children in the two groups have, on the average, progressed at quite comparable rates over the year's period.

The results of the one year analyses of sociometric data collected in January and May of 1968 revealed some pre-test differences between the Caucasian and IM students, although these differences faded at the May test period. It would appear that as the year progressed, the IM children were successfully meshed into the on-going social activities of their new schools.

The longitudinal analyses of sociometric data--including those Caucasian and IM students having complete data for the February, 1967 and May, 1968 testing periods--revealed no within or between group significant differences. These results would suggest that the IM students have been as well accepted in the project schools as the Caucasian students who normally attend those schools.

Principal's questionnaire results indicated that the 1967-68 IM Project was generally more effective than the first year of operation during the 1966-67 school year. There was an indication that classroom control was still something of a problem--as it had been in 1967, but that some reorientation on the part of both teachers and students had helped aleviate the difficulty. The principals also indicated strong support for the degree to which the Remedial Reading teachers assigned to the IM schools had benefitted the instructional operation of the Project.

Staff responses from teachers indicated that they felt the 1968 IM Project was just about the same in terms of effectiveness as the 1967 program. The teachers generally found the cultural enrichment study tours and inter-school visitations to be effective instructional aids as well as enriching human relations activities. Responses related to the "helpfulness" of the Department of Human Relations' staff were mixed, with tendencies toward the less positive end of the scale. Although much of the work of the Human Relations staff is with the community rather than directly with teachers, this finding suggests a need for the staff of the Office of Human Relations to become more intimately involved in the human relations problems directly effecting the instructional staff.

The interview survey of a random sample of parents residing in the "receiving" school attendance areas indicated that the majority of the parents believed that the effect of the IM program on the instructional program was positive or that it had made little difference. They were positively oriented to the inter-school field trips, and also indicated that their children seemed to be making more progress in their school work than they had previously noted. Most felt that the students new to the school had been accepted by their classmates and that the effects of the IM Project would be beneficial to all concerned. The "receiving" school parents were generally of the opinion the Oakland Public Schools were doing a "good" or "excellent" job in educating their children.

Interview results from a sample of 82 parents whose children were attending the IM schools indicated a general positive attitude toward the program. They indicated that their children were more interested in school now and that their achievement had improved considerably. The "sending" school parents, like those at the "receiving" schools, were positively oriented toward the inter-school visitations, and they were also of the opinion that their children had been accepted into the new schools. In addition, these parents were of the opinion that the Oakland Public Schools were doing a "good" or "excellent" job in educating the children in their families.

In general it would appear that the Integration Model Program in operation during the 1967-68 school year has been successful. Despite some of the instructional and logistical problems inherent within a program of this magnitude, the generally positive reactions of the instructional staff, students, and parents would suggest that the program has been effective and should be continued.

William R. Murray
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WRM:ag

TARD's plan a program

CHAPTER V

EVALUATION OF INSERVICE EDUCATION PROGRAM

Teacher Aides at an inservice session

EVALUATION OF INSERVICE EDUCATION PROGRAM

FOREWORD

There are many difficulties inherent in evaluating the effectiveness of any inservice program. Because of these difficulties, the focus of this report is on a description of the various activities and services which comprise the Oakland Public Schools ESEA Inservice program and evaluations of these various types of inservice activities by administrators, teachers, and other participants in the program. The following sources of information were used in the development of this report:

1. Monthly reports submitted by Teacher Assistants for Reading and Language Development
2. Monthly reports submitted by the Teacher on Special Assignment for Teacher Aides
3. Monthly reports and Interviews with Supervisors of ESEA Schools
4. Interviews with the Coordinator of the Elementary Secondary Education Act
5. Assorted documents from the file on Inservice Education in ESEA Schools
6. Results of the April, 1968 questionnaires which solicited the opinions of administrators and teachers regarding the value and effectiveness of the ESEA Inservice program.

Because of the descriptive nature of this report, it does not follow the usual research study format. The basic outline of the report is as follows:

I. INTRODUCTION
II. ROLE OF ESEA GENERAL COORDINATOR IN THE ESEA INSERVICE PROGRAM
III. INSERVICE EXPERIENCES FOR PROFESSIONAL PERSONNEL
    A. Elementary School Personnel
        1. District-Organized Activities
        2. School-Site Activities
        3. Observations, Demonstrations, and Curriculum Projects (school site)
        4. Demonstration School Activities
    B. Secondary School Personnel
        1. District-Organized Activities
        2. School-Site Activities
        3. Observations and Curriculum Projects (school site)
        4. Role of the Demonstration Teacher
    C. Inservice Experiences for Supportive Personnel
    D. Conference Attendance
IV. PARTICIPATION OF HUMAN RELATIONS STAFF MEMBERS IN ESEA SCHOOLS
V. INSERVICE EXPERIENCES FOR TEACHER AIDES
        1. District-Organized Activities
        2. School-Site Activities
        3. New Careers

VI. PAROCHIAL SCHOOL INVOLVEMENT
VII. SUMMARY

I. INTRODUCTION

The Oakland Public Schools recognize the need for help in our schools for children from the economically and socially less advantaged segments of the community. Frequently teachers are not well equipped to work with these children because of the lack of preparation which they have received in teacher-training institutions coupled with the incongruence of the cultural backgrounds of the teachers and the students with whom they are working.

Inservice needs, as identified by both the professional and paraprofessional staff, are as follows:

a. Educational planning which continues to be timely, adaptable, and of special appeal to disadvantaged children

b. A curriculum which is designed not only to remedy age-level deficiencies in disadvantaged pupils but also to stimulate in these children a desire for continued academic attainment

c. Guidance for teachers in developing new and imaginative procedures in the teaching of language skills to children with special educational needs

d. Guidance for teachers in the development of empathy and sensitivity toward the complex problems of underachieving students

e. Effective intergroup relations programs to foster understanding and respect---these activities should involve professional and nonprofessional staff, students, central office administration, and community residents.

The ESEA Inservice Project provides for a variety of inservice activities designed to meet the following objectives:

a. To develop new aspects in curriculum which give promise of helping disadvantaged children improve their academic attainment

b. To develop curriculum and instructional materials which assist disadvantaged youth to improve their attitudes toward school

c. To develop techniques which will foster the team approach toward meeting the special educational needs of disadvantaged children

d. To assist teachers to improve their expertise in small-group instruction

e. To assist professional and nonprofessional personnel and community residents to develop improved intergroup relationships

f. To institute human relations programs which will assist all personnel involved in the program to develop the appreciations and understandings essential to relating significantly with disadvantaged children

II. ROLE OF ESEA GENERAL COORDINATOR IN THE ESEA INSERVICE PROGRAM

As a part of his responsibilities for overall coordination of the ESEA Title I program the ESEA Coordinator worked with the principals and supervisory staff in the organization and implementation of the ESEA Inservice program. The coordinator afforded general assistance to inservice leadership personnel in the following areas:

1. The formulation of instructional methods and techniques to be used in the attainment of ESEA educational objectives
2. The standardization of the ESEA program
3. The identification of inservice needs
4. The identification of preservice and inservice needs of the teacher aide staff

In addition to his general assistance to inservice leadership personnel, the General Coordinator also participated in inservice projects at individual school sites. Weekly meetings were scheduled with the administrative and leadership staff members at the Elementary School Demonstration Center.

III. INSERVICE EXPERIENCES FOR PROFESSIONAL PERSONNEL

A. Elementary School Personnel

1. District-Organized Activities

One additional instructional supervisor, provided at the elementary level, had the primary responsibility to work with schools involved in the ESEA program.

In addition to her general supervisory duties, the Elementary Supervisor for ESEA schools met regularly with the Teacher Assistants for Reading Development (TARD's) assigned to ESEA schools. During these meetings the Elementary Supervisor offered guidance for the various TARD activities. The general supervisor also held regular meetings with the Remedial Reading Teachers assigned to ESEA schools. There were few district-wide inservice meetings due to the lack of initial funding and the limiting effect on the hiring of consultants and substitutes.

Centrally-organized inservice activities for the ESEA elementary schools are summarized in Tables 1, 2, and 3 on the following page.

TABLE 1

Number of Responses and Percentages Reflecting Groups Served by District-Organized Inservice Activities for ESEA Elementary School Personnel
(N = 24)

Group Served	K-6 Teachers	Language Team	TARD's	Reading Teachers	Others
N	9	4	4	4	3
%	37.5	16.7	16.7	16.7	12.5

TABLE 2

Number of Responses and Percentages Reflecting the Major Emphasis of District-Organized Inservice Activities for ESEA Elementary School Personnel
(N = 30)

Emphasis	Instructional Planning Curriculum Development	Use of Instructional Materials
N	22	8
%	73.3	26.7

TABLE 3

Number of Responses and Percentages Reflecting the Format of District-Organized Activities for ESEA Elementary School Personnel
(N = 24)

Format	Group Discussion	Speaker	Demonstration
N	13	10	1
%	54.2	41.7	4.2

The Elementary Supervisor for ESEA schools kept a monthly account of inservice meetings sponsored by the district. Most topics of the meetings were originated by the principals, TARD's, or members of the project office staff, but some were also based on requests made by the teachers. Due to multiple responses in certain categories of the evaluative instrument, all percentages are based on the total number of responses, rather than the total number of meetings. The total number of meetings held was 20. There was a mean attendance of 19.2 persons per meeting.

In April, 1968 questionnaires were distributed to all staff members of ESEA and ESEA-SB 28 schools. Principals, vice principals, TARD's, and teachers were asked to give their opinions of the value and/or effectiveness of various services provided as a result of the ESEA and ESEA-SB 28 programs. A total of 219 (72.8%) of the teachers, 15 (100%) of the TARD's and 14 (87.5%) of the principals and vice principals responded to the questionnaires. Pertinent sections of these questionnaires which evaluate the ESEA Inservice program are included throughout the remainder of this report. A sample of the instruments used to gather these data may be found in Appendix I.

Tables 4, 5, and 6 provide data on the responses given by administrators and teachers to questions related to the district-organized inservice activities.

TABLE 4

Number of Responses and Percentages Summarized from the Principals' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Have the District-Organized ESEA Inservice Activities Been to the Staff In:"
(N = 14)

Question		No Help	Little Help	Some Help	Much Help	Don't Know
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	N %	2 14.3	3 21.4	7 50.0	1 7.1	1 7.1
2. Developing greater proficiency in the use of new instructional materials and equipment?	N %	2 14.3	2 14.3	8 57.1	1 7.1	1 7.1
3. Providing opportunities to observe new teaching techniques?	N %	2 14.3	4 28.6	6 42.9	1 7.1	1 7.1
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	N %	2 14.3	2 14.3	7 50.0	2 14.3	1 7.1

TABLE 5

Number of Responses and Percentages Summarized from the Teacher Assistants Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Have the District-Organized ESEA Inservice Activities Been to the Staff in:"

(N = 15)

Question		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	N %	0 -	1 6.7	6 40.0	3 20.0	0 -	5 33.3
2. Developing greater proficiency in the use of new instructional materials and equipment?	N %	0 -	3 20.0	4 26.7	3 20.0	0 -	5 33.3
3. Providing opportunities to observe new teaching techniques?	N %	0 -	2 13.3	5 33.3	3 20.0	0 -	5 33.3
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	N %	1 6.7	2 13.3	4 26.7	3 20.0	0 -	5 33.3

Of the total number of teachers responding to the questionnaire, 117 (53.4%) indicated that they had participated in the district-organized activities. Eighty-four (38.4%) indicated that they did not participate in district-sponsored activities, while 18 (8.2%) did not respond to that section of the questionnaire. The evaluations of teachers who participated in district-organized inservice activity are summarized in Table 6.

TABLE 6

Number of Responses and Percentages Summarized from the Teachers' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Have the District-Organized ESEA Inservice Activities Been to You In:"
(N = 117)

Question		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	N %	13 11.1	16 13.7	51 43.6	34 29.1	1 0.9	2 1.7
2. Developing greater proficiency in the use of new instructional materials and equipment?	N %	16 13.7	17 14.5	47 40.2	33 28.2	2 1.7	2 1.7
3. Providing opportunities to observe new teaching techniques?	N %	19 16.2	22 18.8	45 38.5	27 23.1	1 0.9	3 2.6
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	N %	16 13.7	16 13.7	50 42.7	29 24.8	4 3.4	2 1.7

Fifty percent or more of the principals' responses for each item in Table 4 indicate activities were of "some" or "much" help, while 43% or less of the responses indicate activities were of "little" or "no" help. More than 46% of the teacher assistants' responses for each item in Table 5 indicate that activities were of "some" or "much" help, while 20% or less of the responses indicate activities were of "little" or "no" help. More than 61% of the teachers' responses for each item indicate activities were of "some" or "much" help. Less than 29% of the responses to each item indicate activities were of "little" or "no" help.

Principals, teacher assistants, and teachers were asked to evaluate the adequacy of the present level of services organized by the district office. Responses of principals, teacher assistants, and teachers are presented in Table 7 on the following page.

TABLE 7

Number of Responses and Percentages Summarized From the Inservice Section of Principals', Teacher Assistants', and Teachers' Questionnaires Indicating the Opinions Related to the Adequacy of the District-Organized Inservice Activity

Categories		Principals' Responses N = 13	Teacher Assistants' Responses N = 10	Teachers' Responses N = 166
Less Services Needed	N %	2 15.4	1 10.0	8 4.8
Present Services Adequate	N %	1 7.7	3 30.0	53 31.9
More Services Needed	N %	7 53.8	6 60.0	66 39.8
No Opinion	N %	2 15.4	0 0	34 20.5
No Response	N %	1 7.7	0 0	5 3.0

Of the responses obtained, 7% of the principals indicate present services were adequate, while 30% of the teacher assistants and 32% of the teachers indicate the service was adequate; 53% of the principals, 60% of the teacher assistants, and 40% of the teachers felt more service was needed. Only 15% of the principals, 10% of the teacher assistants, and 5% of the teachers felt less service was needed.

2. School-Site Activities

As indicated previously, one teacher (TARD) was assigned to each ESEA school to coordinate and interpret the school program and to assist in the development of inservice training at the local school site. There were four instructional leaders assigned to the Demonstration School. Although inservice activity at the school site was designed primarily for K-6 classroom teachers, other staff members were also included in some activities. The TARD's kept a monthly accounting of on-site inservice activities which met the following criteria:

A. Attended by three or more teachers and/or aides

B. A primary emphasis upon improving the knowledge and the skills of teachers or teacher aides in relation to inter-personal/human relations, school/community relations, instructional planning/curriculum development, use of materials, use of equipment, classroom control and management, or other inservice areas, i.e.; testing and record keeping

C. Classroom observations of more than 30 minutes.

Due to multiple responses in the accounting procedure, all percentages are based on the total number of responses rather than the total number of activities. There were 648 on-site meetings recorded for elementary school personnel. Based on the recorded approximate attendance there was a mean number of 16.9 people in attendance per meeting. Summaries of on-site inservice activities for elementary school personnel are presented in Tables 8, 9, 10, and 11.

TABLE 8

Number of Responses and Percentages Reflecting the Elementary School Personnel Served by School-Site Inservice Activities
(N = 846)

Group Served	N	%
Aides	286	33.8
K, 1, 2, or 3 Teachers	220	26.0
4, 5, or 6 Teachers	175	20.7
Reading Team	10	1.2
Supportive Service Personnel	9	1.1
Total School Staff	51	6.0
Other	95	11.29

Of particular note, from Table 8, is the fact that the focus of the school-site inservice program was the provision of service to the classroom teachers and teacher aides.

TABLE 9

Number of Responses and Percentages Reflecting the Major Emphases of On-Site Inservice Activity for Certificated ESEA Elementary School Personnel

		Inter-School Observations	Intra-School Observations	Inter-Personal Relations	School Community Relations	Instruc. Planning Curric. Develop.	Classroom Control and Management	Use of Instruc Materials	Use of Equipment	Other	Total Number of Responses
K - 6 Teachers	N	10	8	10	30	206	19	111	14	41	449
	%	2.2	1.8	2.2	6.7	45.9	4.2	24.7	3.1	9.1	
Reading Team	N	1	0	0	2	3	0	2	0	0	8
	%	12.5	0	0	25.0	37.5	0	25.0	0	0	
Supportive Services Personnel	N	0	0	4	3	5	1	3	1	1	18
	%	0	0	22.2	16.7	27.8	5.6	16.7	5.6	5.6	
Total Staff	N	6	1	9	10	25	5	9	5	8	78
	%	7.7	1.3	11.5	12.8	32.1	6.4	11.5	6.4	10.3	
Other	N	0	7	3	10	26	5	16	0	8	75
	%	0	9.3	4.0	13.3	34.7	6.7	21.3	0	10.7	

TABLE 10

Number of Responses and Percentages Indicating the Format of On-Site Inservice Activities for ESEA Elementary School Personnel

Format	Group Discussion	Speaker	Workshop	Demonstration	Panel	Audio-Visual
N	340	104	112	138	5	51
%	45.3	13.9	14.9	18.4	0.7	6.8

The data in Tables 9 and 10 reflect a multifaceted inservice program for the instructional staff.

Fourteen (87.5%) of the principals and vice principals and 219 (72.8%) of the teachers responded to the April, 1968 questionnaires regarding inservice activities of the TARD's. Summaries of their responses are presented in Tables 11 and 12.

TABLE 11

Number and Percentages Summarized From the Inservice Section of the Principals' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Has (Have) the TARD(s) Assigned to Your School Been to the Staff in:"
(N = 14)

Questions		No Help	Little Help	Some Help	Much Help	Don't Know
1. Coordinating the continued development of the reading and language program?	N %	0 0	1 7.1	2 14.3	11 78.6	0 0
2. Providing assistance in instructional group planning?	N %	0 0	0 0	1 7.1	12 85.7	1 7.1
3. Providing new instructional approaches and teaching techniques?	N %	0 0	0 0	5 35.7	8 57.1	1 7.1
4. Providing direct school-site inservice experiences?	N %	0 0	1 7.1	3 21.4	10 71.4	0 0
5. Coordinating the services of the teacher aides?	N %	0 0	0 0	1 7.1	13 92.9	0 0
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	N %	1 7.1	1 7.1	5 35.7	7 50.0	0 0

TABLE 12

Number and Percentages Summarized From the Inservice Section of the Teachers' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Has (Have) the TARD(s) Assigned to Your School Been to You in:"
(N = 219)

Question		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Coordinating the continued development of the reading and language program?	N %	16 7.3	27 12.3	77 35.2	76 34.7	8 3.7	15 6.8
2. Providing assistance in instructional group planning?	N %	32 14.6	31 14.2	68 31.1	62 28.3	16 7.3	10 4.6
3. Providing new instructional approaches and teaching techniques?	N %	30 13.7	39 17.8	58 26.5	72 32.9	7 3.2	13 5.9
4. Providing direct school-site inservice experiences?	N %	34 15.5	30 13.7	71 32.4	60 27.4	12 5.5	12 5.5
5. Coordinating the services of the teacher aides?	N %	12 5.5	26 11.9	34 15.5	98 44.7	36 16.4	13 5.9
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	N %	34 15.5	36 16.4	57 26.0	54 24.7	29 13.2	9 4.1

More than 92% of the principals' responses for items 1 - 5 indicate that the activities of the TARD were of "some" or "much" help while 7% of the responses indicate that activities were of "little" or "no" help. More than 59% of the teachers' responses for items 1 - 5 indicate that the activities were of "some" or "much" help. Less than 31% of the responses to items 1 - 5 indicate activities were of "little" or "no" help. More than 85% of the principals' responses and 50% of the teachers' responses to item 6 indicate that TARD's were of "some" or "much" help while 14% of the principals' responses and 31% of the teachers' responses to item 6 indicate that the activities of the TARD's were of "little" or "no" help in this area.

TABLE 13

Number of Responses and Percentages Summarized From the Principals' and Teachers' Questionnaires Concerned with the Adequacy of the Present Level of Service Provided by TARD's

Categories		Principals' Responses N = 13	Teacher Assistants' Responses N = 10	Teachers' Responses N = 166
Less Services Needed	N %	0 0	0 0	2 1.2
Present Services Adequate	N %	6 46.2	3 30.0	65 39.2
More Services Needed	N %	7 53.8	4 40.0	70 42.2
No Opinion	N %	0 0	2 20.0	20 12.0
No Response	N %	0 0	1 10.0	9 5.4

Of the responses obtained, 46.2% of the principals, 30% of the teacher assistants, and 39.2% of the teachers indicate that the present services are adequate, while 53.8% of the principals, 40% of the teacher assistants and 42.2% of the teachers felt that more service is needed.

3. Observations, Demonstrations, and Curriculum Projects

Curriculum meetings, demonstrations and observations requiring ESEA funding for personnel reimbursement or substitutes are listed below:

1. Reading Program in the ESEA Elementary Schools
2. Summer School Planning Committee
3. Observation of a Second Grade Program
4. Meeting on the Roberts English Program

Similar activities which took place at no cost to the ESEA project are not included in the above list. A summary of available evaluations of these activities is presented in Tables 14, 15, 16, and 17.

TABLE 14

Number of Responses and Percentages of TARD's and Teachers' Opinions Concerning Curriculum Meetings, Demonstrations and Observations Requiring ESEA Funding
(N = 39)

Questions		Yes	No	Don't Know
1. In general, did the event impress you favorably?	N %	31 79.5	3 7.7	1 2.6
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	32 82.1	7 18.0	1 2.6
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	29 74.4	6 15.4	4 10.3
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	18 46.2	9 23.0	13 33.3

TABLE 15

Number of Responses and Percentages Summarized From the Inservice Section of the Principals' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Have the School-Site Inservice Activities Been to the Staff in:"
(N = 15)

Questions		No Help	Little Help	Some Help	Much Help	Don't Know
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment ?	N %	1 7.1	2 14.3	8 57.1	3 21.4	0 0
2. Developing greater proficiency in the use of new instructional materials and equipment?	N %	0 0	1 7.1	6 42.9	6 42.9	1 7.1
3. Providing opportunities to observe new teaching techniques?	N %	1 7.1	1 7.1	8 57.1	4 28.6	0 0
4. Providing opportunities for the exchange and/or development of successful ideas ?	N %	0 0	1 7.1	4 28.6	8 57.1	1 7.1

TABLE 16

Number of Responses and Percentages Summarized From the Inservice Section of the Teacher Assistants' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Have the School-Site Inservice Activities Been to the Staff in:"
(N = 15)

Questions		No Help	Little Help	Some Help	Much Help	Don't Know
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	N %	0 0	0 0	7 46.7	8 53.3	0 0
2. Developing greater proficiency in the use of new instructional materials and equipment?	N %	0 0	0 0	6 40.0	9 60.0	0 0
3. Providing opportunities to observe new teaching techniques?	N %	0 0	0 0	10 66.7	5 33.3	0 0
4. Providing opportunities for the exchange and/or development of successful ideas?	N %	0 0	0 0	5 33.3	10 66.7	0 0

Teacher responses to the question, "During the 1967-68 school year, did you participate in the planning of any School-Site Inservice Activities?" were as follows:

Yes	58	(26.5%)
No	148	(63.9%)
No Response	21	(9.6%)

Teacher responses to the question, "During the 1967-68 school year, did you attend any School-Site Inservice meetings?" were as follows:

Yes	160	(73.1%)
No	39	(17.8%)
No Response	20	(9.1%)

TABLE 17

Number of Responses and Percentages Summarized From the Inservice Section of the Teachers' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Have the School-Site Inservice Activities Been to You in:"
(N = 160)

Questions		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	N %	14 8.8	32 20.0	61 38.1	48 30.0	2 1.3	3 1.9
2. Developing greater proficiency in the use of new instructional materials and equipment?	N %	16 10.0	28 17.5	62 38.8	47 29.4	2 1.3	5 3.1
3. Providing opportunities to observe new teaching techniques?	N %	32 20.0	28 17.5	54 33.8	39 24.4	3 1.9	4 2.5
4. Providing opportunities for the exchange and/or development of successful ideas?	N %	15 9.4	35 21.9	57 35.6	49 30.6	2 1.3	2 1.3

More than 78% of the principals' responses, 100% of the TARD's responses and 58% or more of the teachers' responses to each item indicate the school-site inservice activities were of "some" or "much" help; while 21% or less of the principals' responses and 38% or less of the teachers' responses to each item indicate that the inservice activities were of "little" or "no" help.

Principals, teacher assistants, and teachers were asked to evaluate the adequacy of the present level of on-site inservice activities. Responses of principals, teacher assistants, and teachers are presented in Table 18.

TABLE 18

Number of Responses and Percentages Summarized from the Principals' and Teachers' Questionnaires, Concerned With the Adequacy of the Present Level of On-Site Inservice Activity

Categories		Principals' Responses N = 13	Teacher Assistant Responses N = 10	Teachers' Responses N = 166
Less Services Needed	N %	0 0	0 0	3 1.8
Present Services Adequate	N %	2 15.4	2 20.0	63 38.0
More Services Needed	N %	11 84.6	8 80.0	74 44.6
No opinion	N %	0 0	0 0	20 12.0
No Response	N %	0 0	0 0	6 3.6

Of the responses obtained, 15.4% of the principals, 20% of the teacher assistants, and 38% of the teachers indicate that the present service is adequate, while 84.6% of the principals, 80% of the teacher assistants, and 44.6% of the teachers indicate that more services are needed.

4. Demonstration School Activities

Inservice activity was intensified at the elementary Demonstration School. In addition to weekly visits by the ESEA Coordinator and Elementary Supervisor, the District Supervisors in Physical Education, Rhythms, and Music made regular visits to meet with the related specialist assigned to the school site. The program of the special area supervisors included both demonstrations and general assistance in the areas listed below:

1. Effective Scheduling of Duties
2. Use of Equipment
3. Curriculum Planning
4. Inter-personal Relationships
5. Community Relations
6. Organization

Special area supervisors also met with the instructional leaders to assist with the coordination of activities.

One staff member, funded by the district was assigned to work with the special education classes at the school site. The teacher in charge met regularly with the supervisor of special education. The evaluative responses of the teacher in charge have been included with those of the teacher assistants.

In April, the principal, teacher assistants, and teachers were asked to evaluate the present level of inservice activities of the Demonstration School. The principal, five (100%) of the teacher assistants, and 53 (79.1%) of the teachers responded to the questionnaires. Responses of the principal, teacher assistants, and teachers are presented in Tables 19 and 20.

TABLE 19

Number and Percentages of Responses Summarized From the Inservice Section of the Demonstration School Principal, Teacher Assistants' and Teachers' Questionnaires, in Answer to the Question, "During the 1967-68 School Year, How Helpful Has the Conference-Planning Period at Your School Been to You in:"
(N = 59)

Questions		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Providing additional time for reading and language instructional group planning?	N	0	5	15	30	2	7
	%	0	8.5	25.4	50.8	3.4	11.9
2. Providing additional time for reading and language team planning?	N	5	5	13	26	3	7
	%	8.5	8.5	22.0	44.1	5.1	11.9
3. Providing additional time for classroom preparation?	N	0	5	10	37	2	5
	%	0	8.5	16.9	62.7	3.4	8.5
4. Increasing opportunities for the exchange and/or observation of successful teaching methods and techniques?	N	8	12	14	16	3	6
	%	13.6	20.3	23.7	27.1	5.1	10.2
5. Improving individual pupil adjustment and achievement?	N	4	5	17	22	5	6
	%	6.8	8.5	28.8	37.3	8.5	10.2

Of the responses obtained for items 1, 2, 3, and 5, 66% or more indicate that the planning period was of "some" or "much" help; while 51% of the responses for item 4 indicate that the planning period was of "some" or "much" help. Of special significance is the fact that 75% or more of the responses to items 1 and 3 indicate that the planning period was of "some" or "much" help.

TABLE 20

Number and Percentages of Responses Summarized From the Inservice Section of the Demonstration School Principal's and Teachers' Questionnaires in Answer to the Question, "In Comparing the Assistance of One TARD at all Grade Levels With One of More TARD's at Specific Circuit Levels, Which Plan Do You Think is More Effective in:"
(N = 54)

Questions		One TARD All Grade Levels	More Than One TARD-Specific Grade Levels	Both Plans Equally Effective	Don't Know	No Response
1. Coordinating the development of the reading and language program?	N %	6 11.1	36 66.7	4 7.4	5 9.3	3 5.6
2. Providing assistance in instructional group planning?	N %	7 13.0	36 66.7	3 5.6	5 9.3	3 5.6
3. Providing new instructional approaches and teaching techniques?	N %	6 11.1	34 63.0	6 11.1	5 9.3	3 5.6
4. Providing direct school-site inservice experiences?	N %	7 13.0	34 63.0	4 7.4	6 11.1	3 5.6
5. Coordinating the services of the teacher aides?	N %	11 20.4	25 46.3	3 5.6	12 22.2	3 5.6
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	N %	10 18.5	24 44.4	5 9.3	11 20.4	4 7.4

More than 60% of the staff members' responses to each of the first four items indicate that more than one TARD at specific grade levels is the more effective plan; while 13% or less indicate that one TARD at all grade levels is more effective. Forty-four percent or more of the responses to items 5 and 6 indicate that more than one TARD at specific levels is the best plan; while 20% or less indicate one TARD at all levels is more effective.

B. Secondary School Personnel

1. District-Organized Activities

One Supervisor of Reading was provided at the secondary level to work in cooperation with the Oakland Public Schools regular Supervisor of Secondary Language Arts. She was responsible for the supervision and continuity of the ESEA program and relating it to the District's total secondary program.

The Supervisor of Reading for ESEA secondary schools scheduled regular meetings with reading teachers, language teams, and the Teacher Assistants for Language Development (TALD's). Other staff members were also present at some of the meetings. Although the project office staff was the originator of the topics for most of the district-sponsored inservice activity, topics requested by principals, TALD's and teachers were incorporated into the projects. At the elementary level, the TALD had responsibility for coordinating the school-site compensatory education program.

Summaries of the district-organized inservice activities for secondary school personnel are presented in Tables 21 and 22. As in the previous tables, all percentages are based on the total number of responses.

TABLE 21

Number of Responses and Percentages Reflecting the Secondary School Personnel Served by District-Organized Inservice Activities
N = 27

Group	7-9 Teachers	10-12 Teachers	Language Teams	TALD's	Supportive Services Personnel	IMS/ Librarians	Reading Teachers	Others
N	0	1	3	8	2	1	4	8
%	0	3.7	11.1	29.6	7.4	3.7	14.8	29.6

TABLE 22

Number of Responses and Percentages Indicating the Kinds of District-Organized Inservice Activities Provided for Secondary School Personnel
N = 29

Activity	Interpersonal and Human Relations	Instructional Planning and Curriculum Development	Use of Instructional Materials	Use of Equipment	Other
N	1	11	4	2	11
%	3.4	37.9	13.8	6.9	37.9

TABLE 23

Number of Responses and Percentages Indicating the Format of District-Organized Inservice Activities Provided for Secondary School Personnel
N = 22

Format	Group Discussion	Speaker	Demonstration	Audio-Visual
N	13	6	1	2
%	59.1	27.3	4.8	9.1

The data in Tables 22 and 23 reflect a multifaceted program of inservice for members of the instructional staff. The total number of recorded inservice meetings is 16. The mean attendance was 14.7 per meeting.

2. School-Site Activities

One Teacher Assistant in Language Development (TALD) was provided at each of the secondary schools to assist in the development and coordination of on-site inservice activity. Inservice activity at the school site was designed primarily for English and Reading teachers. Other staff members, however, were included in some of the meetings. Most topics were originated by the TALD's but were often based on requests made by staff members.

As in the elementary school, each teacher assistant kept a monthly accounting of on-site inservice activities. Summaries of the on-site inservice activities for secondary schools are presented in Tables 24, 25, and 26.

TABLE 24

Number of Responses and Percentages Reflecting the Secondary School Personnel Served by On-Site Inservice Activities

Group Served	Senior High Personnel		Junior High Personnel	
	N	%	N	%
Aides	5	23.8	439	42.5
7, 8, or 9 Teachers	-	-	60	5.8
10, 11, or 12 Teachers	10	47.6	3	0.3
Language Teams	3	14.3	494	47.9
Supportive Serv. Personnel	-	-	5	0.5
IMS/Librarians	1	4.8	22	2.1
Total School Staff	1	4.8	6	0.6
Other	1	4.8	3	0.3
Total	21		1032	

TABLE 25

Number and Percentages of Responses Reflecting the Major Emphasis of On-Site Inservice Activity for Certificated Secondary School Personnel

Major Emphasis		Inter-School Observations	Intra-School Observations	Inter-Personal Relations	School/ Community Relations	Instructional Planning & Curriculum Develop.	Classroom control & Management	Use of Inst. Mat.	Use of Equip.	Other	Total Number of Responses
7-9	N	-	4	3	1	48	6	34	5	5	106
Teachers	%	-	3.8	2.8	0.9	45.3	5.7	32.1	4.7	4.7	-
10-12	N	-	-	-	-	6	1	4	1	1	13
Teachers	%	-	-	-	-	46.2	7.7	30.8	7.7	7.7	-
Language	N	18	10	87	26	341	45	272	14	5	818
Team	%	2.2	1.2	10.6	3.2	41.7	5.5	33.3	1.7	0.6	-
Supportive Svc.	N	-	-	-	-	1	-	1	-	-	2
Personnel	%	-	-	-	-	50.0	-	50.0	-	-	-
IMS/	N	1	-	-	-	20	-	22	5	2	49
Librarians	%	2.0	-	-	-	40.8	-	44.9	10.2	4.1	-
Total School	N	-	-	-	-	5	-	5	-	1	11
Staff	%	-	-	-	-	45.5	-	45.5	-	9.1	-
Others	N	-	1	-	1	-	-	2	-	-	4
	%		25.0		25.0	-	-	50.0	-	-	-

TABLE 26

Numbers of Responses and Percentages Indicating the Format of On-Site Inservice Activities for Secondary School Personnel
N = 738

Format	N	%
Group Discussion	496	67.2
Speaker	145	19.6
Workshop	21	2.8
Demonstration	47	6.4
Panel	0	-
Audio-Visual	29	3.9

The data in Tables 25 and 26 reflect an emphasis on group discussions with instructional planning, curriculum development and use of materials as the major topics. The total number of recorded on-site inservice activities is 57. The mean attendance of secondary school personnel was 14.3 per meeting.

In April, 1968 questionnaires were distributed to the secondary staff members of ESEA schools. Copies of these questionnaires will be found in Appendix I-B . Administrators, counselors, and teachers of the three junior high schools were asked to give their opinions of the value and/or effectiveness of the various services provided as a result of the ESEA program. Six (75%) of the administrators, 13 (100%) of the counselors, and 35 (94.6%) of the teachers responded to the questionnaires. Only those teachers, i.e., regular classroom English teachers, reading teachers, and TALD's, directly involved in the compensatory education program were included in this survey. Reactions to these questionnaires are presented throughout the remainder of the section on Secondary School Inservice activities.

Six (75%) of the administrators and 35 (94.6%) of the teachers responded to the questionnaires regarding inservice activities of the TALD's. Summaries of their responses are presented in Tables 27, 28, and 29.

TABLE 27

Numbers and Percentages of Responses Summarized From the Inservice Section of the Administrators' Questionnaire in Answer to the Question, "How Helpful Has the Teacher Assistant for Language Development Been to the Staff During the 1967-68 School Year in:"
N = 6

Questions	No Help	Little Help	Some Help	Much Help	Don't Know
1. Coordinating the development of the reading and language program in your school?	-	-	-	5 83.3%	1 16.7%
2. Innovating new instructional approaches, materials and teaching methods?	-	-	-	5 83.3%	1 16.7%
3. Planning and coordinating cultural enrichment activities?	-	-	-	5 83.3%	1 16.7%
4. Ordering and maintaining supplies, materials and equipment?	-	-	-	4 66.7%	2 33.3%
5. Providing inservices experiences?	-	-	1 16.7%	4 66.7%	1 16.7%
6. Coordinating the services of the teacher aides?	-	-	-	4 66.7%	2 33.3%

TABLE 28

Numbers and Percentages of Responses Summarized From the Inservice Section of the Teachers' Questionnaire in Answer to the Question, "How Helpful Has the Teacher Assistant for Language Development Been to you During the 1967-68 School Year in:"

Categories	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Coordinating the development of the reading and language program in your school?	-	2 5.3%	10 26.3%	22 57.9%	2 5.3%	2 5.3%
2. Innovating new instructional approaches, materials, and teaching methods?	1 2.6%	4 10.5%	14 36.8%	15 39.5%	2 5.3%	2 5.3%
3. Planning and coordinating cultural enrichment activities?	1 2.6%	-	6 15.8%	28 73.7%	1 2.6%	2 5.3%
4. Ordering and maintaining supplies, materials, and equipment?	1 2.6%	-	9 23.7%	24 63.2%	2 5.3%	2 5.3%
5. Providing inservice experiences?	1 2.6%	7 18.4%	8 21.1%	19 50.0%	1 2.6%	2 5.3%
6. Coordinating the services of the teacher aides?	-	1 2.6%	6 15.8%	25 60.5%	5 13.2%	3 7.9%

More than 83% of the administrators' and 71% of the teachers' responses for each item indicate the activities of the TALD's were of "Some or Much" help, while none of the administrators' and 21% or less of the teachers' responses indicate services of the TALD's were of "Little" or "No" help.

TABLE 29

Numbers of Responses and Percentages Summarized From the Administrators', Counselors', and Teachers' Questionnaires Concerned with the Adequacy of the Present Level of Service Provided by the TALD's

Categories	Administrators' Responses N=6	Teachers' Responses N=38	Counselors' Responses N=13
Less Service Needed	-	1 2.6%	-
Present Service Adequate	5 83.3%	18 47.4%	3 23.1%
More Service Needed	-	19 50.0%	7 53.8%
No Opinion	1 16.7	-	3 23.1

Of the responses obtained, 83.3% of the administrators, 47.4% of the teachers, and 23.1% of the counselors indicate present services are adequate; while 50% of the teachers and 53.8% of the counselors indicate more service is needed. Only one response (2.6%) of the total responses indicate less service is needed.

3. Observations and Curriculum Projects (school site)

Many secondary school teachers were involved in curriculum planning activities and observations organized at the school site. Only those projects requiring ESEA funding for substitutes or personnel reimbursement are included in Table 30 below.

TABLE 30

Summary of Curriculum Projects and Observations Involving ESEA Funding but Organized at the On-Site Level

Activity	Number in Attendance
Curriculum Planning (Junior High)	6
Curriculum Planning (Senior High)	7
*Interdepartmental Planning (Junior High)	14
*Curriculum Planning (Junior High)	7
Color Selective Service Project	3
Oceanography Unit Planning	4
Oceanography Preview Activity	2
Observation to Emeryville High School	3

*Indicates more than one meeting involved in the project.

The data in Table 30 clearly indicates that the emphasis of the school-site activity in this category was on interdepartmental planning.

A summary of the available evaluations of observations and curriculum projects organized at the school site is presented in Table 31.

TABLE 31

Numbers of Responses and Percentages Indicating Teachers' Opinions of Observations and Curriculum Projects Organized at the School Site and Funded by the ESEA Project

N = 69

Questions		Yes	No	Don't Know	Other
1. In general, did the event impress you favorably?	N %	62 89.9	1 1.4	6 8.7	2 2.9
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	61 88.4	3 4.3	3 4.3	0 -
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	47 68.1	15 21.7	8 11.6	2 2.9
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	51 73.9	6 8.7	11 15.9	0 -

The responses in Table 31 clearly indicate that the majority of teachers were favorably impressed with the observations and curriculum projects and did gain new ideas and techniques that would be of value to them.

One example of a school-site activity which was implemented at no expense to the ESEA project was a retreat organized by the Human Relations Committee of a junior high school. All staff members were invited to participate in the Saturday retreat and approximately one half of the faculty attended.

A summary of staff members' opinions of the value and effectiveness of this activity is presented in Table 32.

TABLE 32

Staff Members' Responses Summarized from Available Questionnaires Regarding the Junior High School Retreat
N = 16

Questions		Yes	No	Don't Know
1. In general, did the event impress you favorably?	N %	16 100.0	0 -	0 -
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	12 75.0	3 18.8	1 6.3
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	3 18.8	7 43.8	6 37.5
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	16 100.0	0 -	0 -

Summaries of the administrators' and teachers' responses to the section of the April, 1968 questionnaires concerned with the value and effectiveness of both the district and school-site inservice activities are presented in Tables 33, 34, and 35.

TABLE 33

Numbers of Responses and Percentages Summarized from the Administrators' Questionnaire in Answer to the Question, "During the 1967-68 School Year, How Helpful Have the District-Organized and School-Site Organized Inservice Activities and Meetings Been to the Staff in:"
N = 6

Category	Inservice Organizer	No Help	Little Help	Some Help	Much Help	Don't Know
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	District	-	1 16.7%	3 50.0%	1 16.7%	1 16.7%
	School-Site	-	-	1 16.7%	4 66.7%	1 16.7%
2. Developing greater proficiency in the use of new instructional materials and equipment?	District	-	2 33.3%	3 50.0%	-	1 16.7%
	School-Site	-	-	2 33.3%	3 50.0%	1 16.7%
3. Providing opportunities to observe new teaching techniques?	District	1 16.7%	1 16.7%	3 50.0%	-	1 16.7%
	School-Site	1 16.7%	-	1 16.7%	3 50.0%	1 16.7%
4. Providing opportunities for the exchange and/or development of ideas?	District	-	2 33.3%	3 50.0%	-	1 16.7%
	School-Site	-	-	2 33.3%	3 50.0%	1 16.7%

Of the responses obtained for items 1, 2 and 4, 73.3% indicate the school-site inservice activities were of "Some or Much" help, while 66.7% of the responses for item 3 indicate the school-site activities were of "Some or Much" help. Fifty percent of the responses for items 2, 3 and 4 indicate that the district-organized inservice activities were of "Some or Much" help, while 66.7% of the responses to item 1 indicate district-organized activities were of "Some" or "Much" help.

In answer to the question, "During the 1967-68 school year, did you participate in the planning of any District or School-Site activities or meetings?" the teachers responded as follows:

Yes	22	(57.9%)
No	14	(36.8%)
No Response	2	(5.3%)

In answer to the question, "Did you have the opportunity to participate as much as you desired in the planning of inservice activities or meetings?" the teachers responded as follows:

Yes	17	(44.7%)
No	16	(42.1%)
No Response	5	(13.2%)

TABLE 34

Numbers of Responses and Percentages Indicating the Opinions of Secondary School Teachers Concerning District and School-Site Inservice Activities
N = 38

Question		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District-Organized and School-Site Organized inservice activities and meetings been to you in:	Inservice Organizer						
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	District	9 23.7%	5 13.2%	14 36.8%	4 10.5%	1 2.6%	5 13.2%
	School-Site	4 10.5%	8 21.1%	10 26.3%	13 34.2%	-	3 7.9%
2. Developing greater proficiency in the use of new instructional materials and equipment?	District	10 26.3%	8 21.1%	9 23.7%	5 13.2%	2 5.3%	4 10.5%
	School-Site	5 13.2%	11 28.9%	9 23.7%	10 26.3%	-	3 7.9%
3. Providing opportunities to observe new teaching techniques?	District	12 31.6%	9 23.7%	6 15.8%	2 5.3%	4 10.5	5 13.2%
	School-Site	9 23.7%	10 26.3%	8 21.1%	6 15.8%	3 7.9%	2 5.3%
4. Providing opportunities for the exchange and/or development of ideas?	District	10 26.3%	5 13.2%	7 18.4%	7 18.4%	3 7.9%	6 15.8%
	School-Site	4 10.5%	7 18.4%	13 34.2%	10 26.3%	1 2.6%	3 7.9%

TABLE 35

Numbers of Responses and Percentages Summarized from the Administrators' and Teachers' Questionnaires Concerned with the Adequacy of the Present Level of District and School-Site Inservice Activities

Categories	District-Organized		School-Site	
	Administrators' Responses N = 6	Teachers' Responses N = 38	Administrators' Responses N = 6	Teachers' Responses N = 38
Less Service Needed	-	5 13.2	-	1 2.6
Present Service Adequate	3 50.0%	10 26.3%	3 50.0%	9 23.7%
More Service Needed	3 50.0%	22 57.9%	1 16.7%	27 71.1%
No Opinion	-	1 2.6%	2 33.3%	1 2.6%

Of the responses obtained 50% of the administrators and 26% of the teachers indicate that the present district-organized services are adequate; while 50% of the administrators and 57.9% of the teachers indicate more service is needed. Fifty percent of the administrators and 23.7% of the teachers consider the present school-site service adequate; while 16.7% of the administrators and 71.1% of the teachers felt more service was needed.

4. Role of the Demonstration Teacher

One teacher was assigned to work with junior high school teachers to demonstrate a variety of instructional techniques. Demonstrations in the three junior high schools included:

1. The development of study units in Short Stories, Formal and Informal Essays, Poetry Reading and Poetry Writing of Haiku and Free Verse
2. Activity resulting in the publication of a literary-art magazine at each school site
3. Activity leading to the publication of weekly newspapers in specific classes
4. Assistance to teachers in planning instructional units and inter-disciplinary units in Science, English, Art and Music.

The demonstration teacher made further contributions through her presentations at general inservice meetings.

C. Inservice Experiences for Supportive Personnel

Instructional Media Specialists - Librarians

Inservice activities for instructional media specialists and librarians in the ESEA schools were planned and implemented by the Director of Instructional Media of the Oakland Public Schools. Two meetings were organized for the combined staffs of instructional media specialists (IMS) and librarians. Four meetings were held for each of the two groups independently. Following is a list of inservice activities provided for instructional media specialists and librarians.

- Book Selection Procedures
- Discussion of New A.L.A. Standards
- Description of Philosophy, New Plans, etc.
- Training in Administration of Media Centers
- Demonstration of New Materials and Procedures
- Sharing of New Developments, Experiments at Media Centers
- Discussion on Special Displays and Library Activities on Negro History and Other Minority Cultures
- Activities for Student Involvement
- Report on NDEA Media Institute of Summer 1967
- Guest Speaker on the topic of "Working with Disadvantaged Youth"

Guidance Consultants and Counselors

Guidance consultants serving ESEA schools participated in regular staff meetings with members of the Oakland Public Schools Department of Individual Guidance. Staff members also met in subgroups to discuss problems unique to particular schools.

School counselors in the ESEA program took part in two inservice meetings related to counseling disadvantaged youth organized by the Supervisor of Reading. Counselors also participated in some of the on-site meetings organized by the TALD's. Thirteen (100%) of the counselors responded to the questionnaire concerned with the adequacy of the present inservice program. A summary of their responses is presented in Table 36.

TABLE 36

Numbers of Responses and Percentages Summarized from the Inservice Section of the Counselors' Questionnaire Indicating Their Opinions Regarding the Adequacy of Inservice Activity
N = 13

Categories		Services of the TALD	District-Organized Inservice Activity	School-Site Inservice Activity
Less Service Needed	N %	-	-	1 7.7
Present Service Adequate	N %	3 23.1	5 38.5	6 46.2
More Service Needed	N %	7 53.8	5 38.5	5 38.5
No Opinion	N %	3 23.1	3 23.1	1 7.7

More than 53% of the counselors' responses indicate that more services should be provided by the TALD's; while 46% of the responses indicate that the present school-site inservice activities are adequate. More than 38% of the counselors indicated that more district-organized inservice activities were needed; while 38% indicated that the present level of district-organized inservice is adequate.

School Nurses

Inservice activities for ESEA school nurses were organized by the Nurse on Special Assignment for ESEA schools. Monthly inservice meetings, exclusive of June and September were scheduled for the implementation of inservice activity.

The focus of inservice activity was on the dissemination of information on policy and forms peculiar to ESEA schools, and discussion dealing with individual problems of ESEA schools as they arose. One of the scheduled activities was a dinner meeting involving both principals and school nurses. During this special session principals and nurses were afforded an opportunity to exchange ideas and problems in an effort to more effectively meet the needs of students.

The Nurse on Special Assignment also organized two meetings with nurse assistants to orient them to their general duties and answer questions dealing with problems of individual school sites. Both ESEA school nurses and nurse assistants also participated in the inservice program organized by the district's regular Supervisory Health Staff.

D. Conference Attendance

Members of the ESEA Professional Staff were afforded the opportunity to participate in pertinent workshops, meetings, and conferences of professional organizations. These projects were designed to increase understanding and upgrade performance in many areas. Table 37 provides information on the conferences and numbers of personnel attending.

TABLE 37

	Conference, Meeting or Workshop Attended*	N Attending
1.	National School Public Relations Association	1
2.	California Reading Association	13
3.	California School Health Association	1
4.	Symposium on Hostility, Aggression and Violence	2
5.	Intergroup Relations (Film Previewing, Los Angeles)	1
6.	Urban Ed. Issues and Planning (Regional Conference)	1
7.	National Council of the Teachers of English	1
8.	California Educational Research Association	8
9.	Audio-Visual Education Conference	2
10.	Northwest Drama Conference	1
11.	California Association of the Teachers of English	9
12.	California Association of School Librarians	1
13.	Intergroup Relations Task Force	1
14.	National Teachers of English to Speakers of Other Languages	1
15.	California Association for Health, Phys. Ed. and Recreation	2
16.	International Reading Association	1
17.	National Conference on Educational Opportunities for Mexican Americans	2
18.	Association of California Administration in Compensatory Education (San Francisco)	1
19.	New Careers Program Development Meeting	1
20.	Bilingual Education Workshop	1
21.	Workshop on Compensatory Education	5
22.	NDEA Institute Follow-up for Disadvantaged Youth	3
	Total	59

*Attendance at conferences and/or meetings requiring no ESEA funding or released time are not included in this table.

Summaries of the available responses of certificated personnel concerned with conferences and workshops are presented in Table 38.

TABLE 38

Numbers of Responses and Percentages Indicating the Reactions of Staff Members Attending Conferences and Workshops Involving Released Time or Reimbursement from the ESEA Project
N = 17

Questions		Yes	No	Don't Know
1. In general, did the event impress you favorably?	N %	15 88.2	1 5.9	1 5.9
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	16 94.1	-	1 5.9
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	12 70.6	2 11.8	3 17.6
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	12 70.6	2 11.8	3 17.6

Based on the responses obtained it is clearly indicated that the majority of staff members were favorably impressed with the conferences and workshops and considered them to be of value.

IV. PARTICIPATION OF HUMAN RELATIONS STAFF MEMBERS IN ESEA SCHOOLS

Since the opening of schools in September, 1966 the Staff of the Office of Human Relations has continued to assist school staffs in the development of a variety of human relations programs and activities which have had as their focus increased understanding and appreciation of human values. Participation of the human relations staff in ESEA schools has included:

1. The organization of study groups, conferences and workshops designed for teachers of both sending and receiving schools involved in the Elementary School Integration Program. The Elementary School Integration Program pilot project provides transportation to students from three ESEA target schools to other parts of the district where classroom space is available and where the opportunities for promoting quality education through the integration process are most feasible.

2. Presentations, upon the request of the school principals, to school faculties for the purpose of (a) stimulating interest in human relations and (b) assisting faculties in the identification of both positive and negative practices and procedures which influence human relations within the school, within the community, and between school and community.

3. Assistance to the schools in the establishment of committees or councils to function as advisory bodies.

Summaries of the regular program of inservice activities provided by members of the Human Relations Staff are presented in Tables 39, 40, and 41.

TABLE 39

Numbers of Responses and Percentages Reflecting the ESEA Groups Served by Members of the Human Relations Staff
N = 165

Group	N	%
Aides	3	1.8
Teachers (K-6)	26	15.8
Teachers (7-9)	25	15.2
Teachers (10-12)	28	17.0
Language Team	0	-
TARD's/TALD's	4	2.4
Reading Teachers	2	1.2
Supportive Service Personnel	11	6.7
IMS/Librarians	0	-
Total School Staffs	11	6.7
Other	55	33.3

The data recorded in Table 39 reflects the ESEA school personnel served by inservice activities of the Human Relations Staff. The "Other" category includes parents and community members involved in these activities.

TABLE 40

Numbers of Responses and Percentages Reflecting the Major Emphasis of Meetings Organized by Members of the Human Relations Staff
N = 144

Major Emphasis	N	%
Interschool Classroom Observation	3	2.1
Interpersonal/Human Relations	43	29.9
School/Community Relations	78	54.2
Instructional Planning/ Curriculum Development	10	6.9
Use of Instructional Materials	9	6.3
Use of Equipment	0	-
Other	1	0.7

TABLE 41

Numbers of Responses and Percentages Indicating the Format of Meetings Organized by Members of the Human Relations Staff
N = 130

Format	N	%
Group Discussion	88	67.7
Speaker	24	18.5
Workshop	14	10.5
Demonstration	2	1.5
Panel	1	0.8
Audio-Visual	1	0.8

The mean number of ESEA personnel in attendance was 22.8 per meeting. The total number of recorded meetings that were held is 98.

In addition to the regular program of services provided by the Human Relations Staff, a Human Relations Workshop was organized in the East Oakland area. Staff members from both the elementary and secondary schools were invited to participate. The Human Relations Workshop offered two units of salary credit for satisfactory participation. The format of the workshop included speakers, panels, group discussion, demonstrations, audio-visual presentations and consultants.

Approximately 110 participants were enrolled in the workshop. Eighty (72.7%) of the participants responded to the questionnaire concerned with the value or effectiveness of the workshop. A summary of those responses is presented in Table 42.

TABLE 42

Numbers of Responses and Percentages Summarized from the Available Questionnaires Concerned with the Value or Effectiveness of the Human Relations Workshop
N = 80

Questions		Yes	No	Don't Know
1. In general, did the event impress you favorably?	N %	52 65.0	17 21.3	11 13.8
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	53 66.3	17 21.3	10 12.5
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	25 31.3	37 46.3	18 23.0
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	68 85.0	4 5.0	8 10.0

The data in Table 42 indicate that the majority of teachers were favorably impressed with the Human Relations Workshop. Sixty-six percent of the participants felt that they gained ideas and information that would be of value to them in the classroom, while 85.0% indicated ideas and information would be of value to them personally.

V. INSERVICE EXPERIENCES FOR TEACHER AIDES

1. District-Organized Activities

One Teacher on Special Assignment (TSA) was provided to facilitate the work of all ESEA teacher aides employed through the Department of Urban Educational services. The TSA for teacher aides participated in school-site inservice projects upon request and kept a monthly record of district-organized inservice activities. The total number of recorded district-organized inservice activities is 29. The mean attendance was 22.8 per meeting. All percentages are based on the total number of responses.

Summaries of district-organized inservice activities are presented in Tables 43, 44, and 45.

TABLE 43

Numbers of Responses and Percentages Reflecting the Major Emphases of District-Organized Inservice Activities for Teacher Aides
N = 36

Major Emphasis	Inter-School Classroom Observations	Instruc. Plan. Curric. Dev.	Use of Instruc. Mat.	Use of Equipment	Other
N	1	1	22	7	5
%	2.8	2.8	61.1	19.4	13.9

TABLE 44

Numbers of Responses and Percentages Indicating the Format of District-Organized Inservice Activities for Teacher Aides
N = 89

Format	Group Discussion	Speaker	Workshop	Demonstration	Audio-Visual
N	22	13	2	29	23
%	24.7	14.6	2.2	32.6	25.8

The TSA for teacher aides worked with the local junior colleges and community services in the planning and coordination of courses designed to assist in the professional and personal growth of teacher aides. The enrollment of teacher aides in college courses is summarized in Table 45.

TABLE 45

College Courses and Numbers of Teacher Aides in Attendance

College Courses	Number in Attendance*
Drama Techniques	40
Oral English	41
Psychology	41
Audio-Visual	45
Great Books Summer Leadership Training	8

*Some teacher aides were enrolled in more than one course.

The teacher on special assignment with the assistance of a member of the National Dairy Council organized a nutrition course for teacher aides. Teacher aides were invited to participate in one of two scheduled courses. Teacher aide opinions of the value or effectiveness of the first scheduled nutrition course are summarized in Table 46.

TABLE 46

Numbers of Responses and Percentages Summarized From the Questionnaire Concerned with the Value or Effectiveness of the Nutrition Course for Teacher Aides
(N = 23)

Questions		Yes	No	Don't Know
1. In general, did the event impress you favorably?	N %	22 95.7	0	1 4.3
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	16 69.6	3 13.0	4 17.4
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	12 52.2	1 4.3	10 43.4
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	22 95.7	0	1 4.3

A great majority of the teacher aides indicated that they were favorably impressed with the nutrition course and had gained ideas and techniques that would be of value to them personally. Fifty-two percent or more of the responses indicate the ideas and information will be of value to the teacher aides in the classroom.

2. School-Site Inservice Activities

The teacher assistants at both elementary and secondary schools were responsible for the recording and coordination of the school-site-inservice activities for teacher aides. A summary of the major emphasis of this inservice is presented in Table 47. Percentages are based on the total number of responses.

TABLE 47

Numbers of Responses and Percentages Reflecting the Major Emphasis of Inservice Activities for Teacher Aides

Major Emphasis		Secondary School Teacher Aides N = 698	Elementary School Teacher Aides N = 461
Inter-school Observations	N %	8 1.1	2 .4
Intra-school Observations	N %	7 1.0	2 .4
Inter-personal Relations	N %	89 12.8	30 6.5
School/Community Relations	N %	22 3.2	50 10.8
Instructional Planning Curriculum Development	N %	292 41.8	103 22.3
Classroom Control	N %	32 4.6	23 5.0
Use of Instructional Materials	N %	229 32.8	136 29.5
Use of Equipment	N %	14 2.0	63 13.7
Other	N %	5 .7	52 11.3

The data in Table 47 clearly indicates that instructional planning, curriculum development, and the use of instructional materials were emphasized in the inservice programs of teacher aides at both the elementary and secondary levels.

Summaries of available questionnaires concerned with the effectiveness of school-site workshops and observations requiring no additional ESEA funding are presented in Table 48.

TABLE 48

Numbers of Responses and Percentages Summarized From Questionnaires Concerned With Observations and Workshops Organized at the School Site Requiring No Additional ESEA Funding

N = 102

Questions		Yes	No	Don't Know
1. In general, did the event impress you favorably?	N %	99 97.0	1 .98	2 2.0
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	86 84.3	6 5.9	10 9.8
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	82 80.4	7 6.9	13 12.7
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	95 93.1	2 2.0	5 4.9

The responses in Table 48 clearly indicate that a great majority of teacher aides were favorably impressed with the observations and workshops and gained ideas and information that would be of value.

One of the school-site activities, a demonstration at the professional library required additional funding for bus transportation. A summary of the evaluation of this project is presented in Table 49.

TABLE 49

Numbers of Responses and Percentages Summarized from the Questionnaires Concerned With the Value or Effectiveness of the Demonstration at the Professional Library
N = 16

Questions		Yes	No	Don't Know
1. In general, did the event impress you favorably?	N %	14 87.5	0	2 12.5
2. Did you gain any ideas or information that will be of value to you in the classroom?	N %	6 37.5	3 18.8	7 43.8
3. Did you gain any techniques or methods that will be of value to you in the classroom?	N %	2 12.5	3 18.8	11 68.8
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?	N %	10 62.5	0	6 37.5

The data in Table 49 indicate that a majority of the teacher aides were favorably impressed with the demonstration at the professional library and considered the project to be of value to them personally. Only 12.2% felt ideas were gained that would be of value to them in the classroom; while 68.8% were undecided.

Upon termination of employment, teacher aides were asked to complete an Exit Interview Form. An analysis of the teacher aide interviews appears to indicate that the inservice program for teacher aides was of some value to the educational growth and professional upgrading of individual teacher aides. A summary of the reasons for termination of employment as recorded on the Exit Interviews is presented in Table 50.

TABLE 50

Results of the Exit Interviews

Reasons for Termination	Number of Teacher Aides Leaving the Program
To accept full-time employment or enroll in colleges or adult school	9
To seek other employment	2
Illness or death	7
No Reason	2
Services Terminated by the District	2

Specific statements within the framework of the interview also indicates that the employees felt the experiences as teacher aides were helpful in obtaining new jobs or making decisions to further educational careers.

3. New Careers

Related to the inservice program for teacher aides is the agreement by the Oakland Unified School District with the New Careers Development Organization, City of Oakland. The purpose of the planning project is to develop plans for a New Careers program in the Oakland Public Schools.

The program would provide educational opportunities, long range employment and both upward and lateral advancement possibilities for Teacher Aides in the Oakland Public Schools.

The planning committee held three meetings to deal with the areas listed below.

1. The development strategy for planning the training and preparation of teachers, supervisors, and other administrative personnel to prepare them for the New Careers ideas and help them make maximum use of the new careerists.
2. The development of criteria for the selection of program participants.
3. The development of funding strategy.
4. The dissemination of information related to New Careers.
5. The development of inservice training plans.

6

6. The exploration of the feasibility of a New Careers Program in the Oakland Public Schools.

7. The development of a selection strategy of the school where the demonstration program will be conducted and the development of a strategy that will systematically expand the program into other schools.

8. The development of a reporting system agreeable to both parties.

The thirty-two member planning committee included representatives of the teacher aides, teacher assistants, local colleges, New Careers Agency and Oakland Public Schools Administrative Staffs.

VI. PAROCHIAL SCHOOL INVOLVEMENT

The ESEA program affords an opportunity for increased interaction between the parochial and public schools. Due to the lack of funding during the first part of the year, district-organized inservice activities consisted primarily of regular meetings with TARD's and Reading Teachers. Members of the parochial school staff, however, did attend a special meeting at which a reading specialist from one of our local colleges was the keynote speaker. The remedial reading teachers serving both the parochial and ESEA Public Schools met regularly with the general supervisor assigned to ESEA schools. The supervisor of ESEA elementary schools was also a speaker at two on-site meetings organized for parochial schools.

SUMMARY

The effectiveness of any inservice program is difficult to measure in concrete terms. The goals are long-range and results are not always tangible or immediately apparent. An attempt has been made this year to document the kinds of activities that constitute the inservice program and the groups served thereby.

Due to the lack of funding during the first part of the year, there was a marked decrease in the inservice program, particularly in the areas of consultant services, workshops, and conference attendance. An analysis of the evaluative ratings and statements of the staff members who were afforded an opportunity to participate in the limited services offered indicates that they were favorably impressed and considered the activities to be of value.

The inservice program offered services to teacher aides and teachers of Reading, English and Language Arts. However, other staff members were also involved in some activities, such as the interdisciplinary studies at the junior high schools. Other facets of the program included activities designed specifically for specialists, teacher assistants and members of the supportive services and project office staffs. The type of inservice offered was varied, however, an emphasis was placed on instructional planning, curriculum development and the use of materials. The participation of the Human Relations staff in ESEA schools continued to afford inservice activities in the areas of school-community, interpersonal, and human relations.

Based on the responses from the various questionnaires, it would appear that staff members generally feel that the present services are helpful. It was also indicated that additional services are needed in this important area. Total funding early in the school year would serve to strengthen the present inservice program.

Yetive Bradley
Teacher on Summer Assignment
Research Department

YB:im

Parent interviewer looks for an address

CHAPTER VI

REPORT OF PARENT INTERVIEW SURVEY

REPORT OF THE ESEA PARENT INTERVIEW SURVEY

INTRODUCTION

The augmented services and programs initiated in the Oakland Public Schools in 1966, as a result of ESEA Title I funding, continued during the 1967-68 school year. The initial implementation of such services and programs in 1966 were a consequence of efforts to meet the special educational needs of the disadvantaged students in the Oakland Public Schools.

As part of the evaluative study to determine the effects of the 1967-68 ESEA services upon students, a parent interview survey was conducted during an eight week period of the months of May, June and July, 1968. The purpose of the interview survey was to investigate the possible effects on students of the increased services based upon parental awareness and observation of student attitudes and achievement. It was assumed that parents would be aware of such possible changes in student attitudes and/or achievement at the close of the school year.

PROCEDURE

Sample Selection

A random sampling of 350 parents based upon a proportional representation of students enrolled in grades 1 through 12 was selected for the interviews. * Two additional samples were developed to provide alternate parents for use in cases where interviews with parents selected in the initial sample could not be successfully completed. Revisions were made in the basic and alternate sample selections to avoid interviewing more than once parents with children attending classes at two or more grade levels.

A total of 525 interviews were processed before 336 were successfully completed. This number of parents interviewed represented approximately 4% of the total ESEA pupil enrollment sampled. This percentage is an understatement of the ESEA parent population represented by the parent interviews, because most families have more than one child. The total number of households in the ESEA areas would therefore be substantially smaller than the student enrollment figure which was used as a basis for the percentage. It seems reasonable to assume that 10% or more of the families receiving ESEA services are represented in this study.

From the first grade through the ninth grade, the sampling was based upon the total school enrollments at the ESEA schools with respect to sex and grade level. The 336 parent interviews which were successfully conducted were therefore proportionally representative of parents with children in the ESEA schools in terms of these two characteristics.

The following two tables indicate the distribution of the 350 students whose parents were initially selected for the interviews and also present the total number of interviews which were successfully completed. Table 1 presents the initial distribution of elementary students whose parents were selected for interviewing and the number of interviews successfully completed and Table 2 indicates the distribution of proposed and completed interviews at the junior and senior high levels.

*Enrollment in regular classrooms 1-12 at the time of sampling; does not include mentally retarded or emotionally handicapped classes.

TABLE 1

Distribution of the Number of Proposed and Completed
Interviews in Elementary Schools by Grade Level

Interviews	Grade Level						Total
	1	2	3	4	5	6	
Proposed	36	35	34	32	32	31	200
Completed	33	35	33	30	32	25	188

The 188 parents interviewed at the elementary level represent 94% of the basic elementary sample proposed.

TABLE 2

Distribution of the Number of Proposed and Completed Interviews
in the Junior and Senior High Schools by Grade Level

Interviews	Grade Level						Total
	Junior High			Senior High			
	7	8	9	10	11	12	
Proposed	34	33	33	20	16	14	150
Completed	36	33	33	20	14	12	148

The 148 parents interviewed at the junior and senior high levels represent 98.6% of the proposed sample at the secondary level. The combined total of 336 interviews completed, indicated in Tables 1 and 2, represents 96% of the total number of interviews proposed.

Instruments

Parent interview schedules were developed which related to the activities and services offered as a result of the ESEA Program of Compensatory Education. Three separate interview schedules were devised for parents of students enrolled in grades 1 to 12. These interview schedules were designated as:

Elementary - Grades	1-6
Junior High - Grades	7-9
Senior High - Grades	10-12

Questions in each of the interview schedules related to:

(1) student achievement
(2) student attitudes
(3) parent awareness of services

Changes which the ESEA Program of services brought about in students were determined:

(1) directly from parents through knowledge of services offered
(2) indirectly through behavioral changes parents observed or felt they had observed in their children

Copies of the Elementary, Junior High, and Senior High Interview Schedules are included as Appendix VI-A-1,2, and 3.

Interviewers

Thirteen parents not professionally associated with the ESEA schools were initially employed to conduct the interviews. Preference was given to parents residing within the ESEA attendance areas. All but one of the interviewers employed resided within attendance districts of ESEA schools. Interviewers were employed on a temporary hourly basis not to exceed eight hours per day or 40 hours per week.

A one-day orientation training session was provided for the interviewers prior to beginning the survey. This training included information and procedures relating to:

(1) Ethics and Etiquette of Interviewing
(2) The Approach of the Interviewers
(3) Establishment of Interviewer Relations
(4) Reporting the Interview

To facilitate the work of the interview team, each interviewer was provided with an identification card and a letter of identification. Principals and law enforcement agencies were informed of the survey and given the names of the parents who would be conducting the interviews.

Procedures for Conducting Interview Survey

A letter providing information about the purpose of the survey was mailed from the Oakland Public Schools Research Department to parents of students to be interviewed. These letters were mailed so as to reach parents several days before the arrival of the interviewer.

Interviewers were supplied with Interview Schedules approximately twice a week with assignments for contact designated on the front cover sheet of the Interview Schedule. The interviewers made three attempts to contact parents before designating an interview to be unsuccessful or "incomplete". Only one attempt was made when evidence or valid information indicated parents were not residing at a designated address.

Data Analysis

Responses to each item in the Interview Schedules were tallied by grade level. Frequencies and percentages were then computed for each item. For the purpose of this report, composite results for each of the three Interview Schedules, indicating responses for each fixed alternative item are presented. Item by item results of the ESEA Elementary, Junior High and Senior High composites will be found in Appendix VI-A.

Frequencies and percentages of parent responses from each of the three interview schedules appear in the Findings.

FINDINGS

The elementary, junior high and senior high interview schedules contained between 30 and 36 questions relevant to the various ESEA services provided. Fourteen questions have been selected to reflect the response patterns of parents in relation to aspects of the ESEA Program services at each grade level.

Table 3 presents the responses of elementary, junior high and senior high parents to the question:

> "Are you familiar with the ESEA Compensatory Education Program in the schools which began in February of 1966?"

TABLE 3

Number and Percents of Parents Responses Indicating Familiarity with ESEA Program Initiated in 1966

Grade Level	Parent Responses				Total	
	Yes		No			
	N	%	N	%	N	%
Elementary	89	47.3	98	52.1	187*	100.0
Junior High	40	39.2	62	60.8	102	100.0
Senior High	19	41.3	27	58.7	46	100.0
Total	148	44.2	187	55.8	335	100.0

* One parent did not respond to this question

The responses in Table 3 indicate that a little over half of all the parents interviewed were not familiar with the ESEA Compensatory Education Program as such. Only 47% of the elementary parents, 39% of the junior high parents and 41% of the senior high parents indicated they were familiar with the ESEA Compensatory Education Program. Responses to other items in the interview schedules did indicate that most parents were familiar with the various elements of the ESEA Program.

Table 4 reflects the responses of elementary, junior and senior high parents to the question:

> "How many years have any of your children attended (your child's) school?"

TABLE 4

Number and Percents of Parent Responses Indicating the Number of Years Any of Their Children have Attended a Specific School

Grade Level	Parent Response										Total	
	Less Than 1 Year		1-2 Years		3-4 Years		5-6 Years		More Than 6 Years			
	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	15	8.0	48	25.5	49	26.1	44	23.4	32	17.0	188	100.0
Junior High	5	5.0	26	25.5	35	34.3	13	12.7	23	22.5	102	100.0
Senior High	4	8.7	17	37.0	16	34.8	4	8.7	5	10.9	46	100.0
Total	24	7.2	91	27.1	100	29.5	61	18.2	60	17.9	336	100.0

Table 4 reveals that the majority of elementary and senior high responses were equally divided between "1 to 2" and "3 to 4" years as the number of years parents interviewed had children in attendance at a specific ESEA school. Approximately 34% of the junior high responses indicated "3 to 4" years of attendance and 26% indicated "1 to 2" years of attendance.

Table 5 presents the responses of elementary, junior and senior high parents to the question:

> "What is your opinion about your child's ability to understand the work in his school now as compared to last September?"

TABLE 5

Number and Percents of Parent Responses Indicating the Ability of Their Children to Understand Work in ESEA Schools at the End of the 1967-68 School Year

Grade Level	Parent Response												Total	
	Much More Easily Understood		A little More Easily Understood		No Change		A Little Less Easily Understood		Much Less Easily Understood		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	102	54.3	64	34.0	12	6.4	6	3.2	2	1.1	2	1.1	188	100.0
Junior High	32	31.3	28	27.5	22	21.6	10	9.9	5	4.9	5	4.9	102	100.0
Senior High	23	50.0	9	19.6	10	21.7	2	4.3	0	-	2	4.3	46	100.0
Total	157	46.7	101	30.1	44	13.1	18	5.4	7	2.1	9	2.7	336	100.0

The responses of parents in Table 5 reveal that approximately 77% of all parents interviewed at the three grade levels felt that the work was either "somewhat more easily" or "much more easily understood" now. Half of the elementary and senior high parents indicated the work was "much more easily understood" at the close of the school year.

Table 6 presents the responses of elementary, junior and senior high parents to the question:

> "From your observations of your child, what are your feelings about his interest in school this school year?"

TABLE 6

Number and Percents of Parent Responses Indicating the Interest of Their Children in ESEA Schools During the 1967-68 School Year

Grade Level	Parent Response												Total	
	Much Interest		Some Interest		Little Interest		No Interest		Don't Know		No Response			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	110	58.5	44	23.4	17	9.0	4	2.1	6	3.2	7	3.7	188	100.0
Junior High	53	52.0	31	30.4	14	13.7	2	2.0	1	1.0	1	1.0	102	100.0
Senior High	34	73.9	6	13.0	3	6.5	3	6.5	0	-	0	--	46	100.0
Total	197	58.6	81	24.1	34	10.1	9	2.7	7	2.1	8	2.4	336	100.0

Data in Table 6 indicate eight parents did not respond and seven parents were not aware of the degree of interest of their children. The responses of the remaining parents reveal approximately 83% felt there was either "some" or "much" interest manifested by their children this school year. Approximately 74% of the senior high parents, 59% of the elementary parents and 52% of the junior high parents felt that their children had shown "much" interest.

Table 7 indicates the responses of parents of elementary students in grades two to six and of parents of junior and senior high students to the question:

> "What would you say about your child's progress in reading since last September?"

TABLE 7

Number and Percents of Responses of Parents Indicating the Degree of Change in Reading of Their Children Since September of the 1967-68 School Year

Grade Level	Parent Response														Total	
	Much Better		A Little Better		About the Same		A Little Worse		Much Worse		Don't Know		No Response			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	83	53.5	47	30.3	17	11.0	1	.6	0	-	2	1.3	5	3.2	155*	100.0
Junior High	41	40.2	30	29.4	28	27.5	0	-	1	1.0	2	2.0	0	-	102	100.0
Senior High	22	47.8	9	19.6	10	21.7	0	-	0	-	5	10.9	0	-	46	100.0
Total	146	48.2	86	28.4	55	18.2	1	.3	1	.3	9	3.0	5	1.7	303	100.0

* Thirty-three responses of first grade students are not included in this total

The responses in Table 7 disclose that approximately 54% of the elementary parents, 48% of junior high parents and 40% of the senior high parents felt their children read "much" better. Approximately 77% of all parents interviewed felt that their children read either "a little better" or "much better" than in September.

Tables 8, 9 and 10 reflect the responses of parents of students in elementary grades two to six, parents of junior high and parents of senior high students to three questions pertaining to the instructional programs at the ESEA schools. Table 8 presents the parent responses to:

> "How helpful do you feel the present program of reading instruction at your child's school is in helping him to improve his reading?"

TABLE 8

Number and Percents of Parent Responses Indicating the Degree of Helpfulness of the Instructional Programs in ESEA Schools in Improving Their Child's Reading

Grade Level	Parent Response												Total	
	Very Helpful		Somewhat Helpful		Of little Help		Of No Help		Don't Know		No Response			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	87	56.1	41	26.5	5	3.2	3	1.9	15	9.7	4	2.6	155	100.0
Junior High	40	39.0	32	31.4	14	13.7	6	5.9	9	8.8	1	1.0	102	100.0
Senior High	24	52.2	7	15.2	2	4.3	3	6.5	10	21.7	0	-	46	100.0
Total	151	49.8	80	26.4	21	6.9	12	4.0	34	11.2	5	1.7	303	100.0

Table 9 indicates the responses of elementary, junior high and senior high parents to the question:

> "How helpful do you feel the present program of instruction at your child's school is in helping him to improve his spelling?"

TABLE 9

Number and Percents of Parent Responses Indicating the Degree of Helpfulness of Instructional Programs in ESEA Schools in Improving Their Child's Spelling

Grade Level	Parent Response												Total	
	Very Helpful		Somewhat Helpful		Of Little Help		Of No Help		Don't Know		No Response			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	78	50.3	41	26.5	20	12.9	3	1.9	9	5.8	4	2.6	155	100.0
Junior High	41	40.2	35	34.3	14	13.7	6	5.9	5	4.9	1	1.0	102	100.0
Senior High	16	34.8	14	30.4	5	10.9	2	4.3	7	15.2	2	4.3	46	100.0
Total	135	44.6	90	29.7	39	12.9	11	3.6	21	6.9	7	2.3	303	100.0

Table 10 reflects the responses of elementary, junior high and senior high parents to the question:

> "How helpful do you feel the present program of instruction at your child's school is in helping him to improve his handwriting?"

TABLE 10

Number and Percents of Parent Responses Indicating the Degree of Helpfulness of Instructional Programs in ESEA Schools in Improving Their Child's Handwriting

Grade Level	Parent Response												Total	
	Very Helpful		Somewhat Helpful		Of Little Help		Of No Help		Don't Know		No Response			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	79	51.0	45	29.0	12	7.7	4	2.6	11	7.1	4	2.6	155	100.0
Junior High	30	29.4	37	36.3	18	17.6	12	11.8	5	4.9	0	-	102	100.0
Senior High	16	34.8	13	28.3	5	10.9	4	8.7	6	13.0	2	4.3	46	100.0
Total	125	41.3	95	31.4	35	11.6	20	6.6	22	7.3	6	1.9	303	100.0

The data in Tables 8, 9 and 10 reveal that approximately 75% or more of the elementary parents felt the programs of instruction were "somewhat" or "very helpful" in each of the three areas in assisting their children to improve. At least half of all elementary school parents indicated that the programs of instruction were "very helpful" in each area. Approximately 10% to 14% of the parents felt the programs were of "little" or "no help" in either spelling or handwriting, but only 5% made this indication in reading.

At the junior high school level, the data in Tables 8, 9 and 10 indicate 66% to 75% of the parents felt the instructional programs were either "somewhat" or "very helpful" in assisting their children to improve in reading, spelling or handwriting. Approximately 40% of the parents at this level felt the programs were "very helpful" in assisting students in the areas of reading and spelling while 29% expressed this same opinion concerning handwriting. Twenty-nine percent of the parents felt the programs were of "little" or "no help" in assisting their child to improve his handwriting and 19% expressed the same opinion concerning reading and spelling.

The data in Tables 8, 9 and 10 also indicate that 52% of the senior high school parents felt the present program of instruction in reading was "very helpful", while 15% felt the program of instruction to be "somewhat helpful." Relative to improving their child's spelling and handwriting, approximately 63% to 65% of the senior high school parents felt the instructional program was either "somewhat" or "very helpful." Only 18% or less felt the program of instruction was of "little" or "no help" in helping their children to improve in either reading, spelling or handwriting.

in helping their children to improve in either reading, spelling or handwriting.

Thirty-three first grade parents were asked their opinions of the programs of instruction in the schools their children attended, relative to helping their child learn to read or write. Table 11 indicates their responses to two questions:

a. "How helpful do you feel the present program of instruction is in helping your child to learn to read?"

b. "How helpful do you feel the present program of instruction is in helping your child to learn to write?"

TABLE 11

Number and Percents of First Grade Parent Responses Indicating the Degree of Helpfulness of Instructional Programs in Assisting Their Child to Read or Write

Instructional Program	Parent Response										Total	
	Very Helpful		Somewhat Helpful		Of Little Help		Of No Help		Don't Know			
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	20	60.6	4	12.1	4	12.1	0	-	5	15.2	33	100.0
Writing	21	63.6	10	30.3	1	3.0	0	-	1	3.0	33	100.0

Table 11 discloses that approximately 61% of the parents of first grade students felt that the present programs of instruction at their child's school were "very helpful" in reading. Approximately 64% of the first grade parents also felt that the instructional programs were "very helpful" in helping their child to learn to write. Only 12% of the parents felt the programs to be of "little help" in assisting their child to learn to read and only 3% felt the programs to be of "little help" in assisting their child to learn to write. Fifteen percent of the first grade parents indicated that they didn't know if the programs of instruction were helpful or not in the area of reading.

Parents at each of the three grade levels were asked if their child had been on any trips since the beginning of school. Two hundred ninety-two of the 336 parents interviewed indicated that their child had gone on one or more trips. Table 12 presents the responses of these 292 parents to the question:

"How valuable do you feel these trips have been?"

TABLE 12

Number and Percents of Parent Responses Indicating the Value of ESEA Trips Taken by Their Child During the 1967-68 School Year

Grade Level	Parent Response													
	Very Valuable		Somewhat Valuable		Of Little Value		Of No Value		Don't Know		No Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	125	71.8	30	17.2	13	7.5	2	1.1	2	1.1	2	1.1	174	100.0
Junior High	43	51.2	26	31.0	14	16.7	0	-	1	1.2	0	-	84	100.0
Senior High	25	73.5	7	20.6	1	2.9	0	-	1	2.9	0	-	34	100.0
Total	193	66.1	63	21.6	28	9.6	2	.7	4	1.4	2	.7	292	100.0

The responses in Table 12 indicate approximately 88% of all elementary and senior high parents felt the trips to be either "somewhat" or "very valuable". Approximately 74% of the senior high parents and 72% of the elementary parents considered the trips to be "very valuable". While only 51% of the junior high parents considered the trips to be "very valuable", 31% considered them to be "somewhat valuable" and only 17% considered them to be of "little value".

Elementary and junior high school parents were asked one question pertaining to the total ESEA Program of additional services. Table 13 presents the responses of these parents to the question:

> "In your opinion, how helpful has this program been in improving your child's education?"

TABLE 13

Numbers and Percents of Parent Responses Indicating the Degree of Helpfulness of ESEA Program of Additional Services in Improving Their Child's Education

Grade Level	Parent Response													
	Very Helpful		Somewhat Helpful		Of Little Help		Of No Help		Don't Know		No-Response		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	127	67.6	37	19.7	7	3.7	2	1.1	13	6.9	2	1.1	188	100.0
Junior High	55	53.9	32	31.4	8	7.8	2	2.0	5	4.9	0	-	102	100.0
Total	182	62.8	69	23.8	15	5.2	4	1.4	18	6.2	2	.7	290	100.0

The responses of both elementary and junior high parents in Table 13 reveal approximately 86% of the parents felt that the services were either "somewhat" or "very helpful" in improving their child's education. Approximately 7% felt the services were of "little" or "no help" and 6% indicated that they did not know.

Table 14 presents the responses of elementary, junior high and senior high parents to the question:

"What is your overall opinion of your child's school?"

TABLE 14

Number and Percents of Parent Responses Indicating Parents' Overall Opinion of the ESEA School Their Child Attended During the 1967-68 School Year

Grade Level	Parent Response														Total	
	Excellent		Above Average		Average		Below Average		Poor		Don't Know		No Response			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elementary	36	19.1	28	14.9	97	51.6	14	7.4	7	3.7	4	2.1	2	1.1	188	100.0
Junior High	16	15.7	9	8.8	63	61.8	6	5.9	8	7.8	0	-	0	-	102	100.0
Senior High	16	34.8	3	6.5	18	39.1	6	13.0	2	4.3	1	2.2	0	-	46	100.0
Total	68	20.2	40	11.9	178	53.0	26	7.7	17	5.1	5	1.5	2	.6	336	100.0

Responses in Table 14 indicate that of the 336 parents interviewed, 53% rated their child's school as being "average". Approximately 12% rated the school "above average" and 20% of the parents rated their child's school as being "excellent". The responses also indicate approximately 8% of the parents rated their child's school "below average" and 5% rated the school as "poor".

Table 15 presents the responses of elementary, junior high and senior high parents to the question:

> "What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family?"

TABLE 15

Number and Percents of Parent Responses Indicating Parents' General Impression of the Education Provided Their Children in the Oakland Public Schools

Grade Level	Parent Response															
	Excel-lent		Good		Fair		Poor		Don't Know		No Opinion		No Re-sponse		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Elemen-tary	58	30.9	62	33.0	50	26.6	9	4.8	6	3.2	1	.5	2	1.1	188	100.0
Junior High	29	28.4	28	27.5	37	36.3	7	6.9	1	1.0	0	-	0	-	102	100.0
Senior High	15	32.6	21	45.7	7	15.2	1	2.2	0	-	2	4.3	0	-	46	100.0
Total	102	30.4	111	33.0	94	28.0	17	5.1	7	2.1	3	.9	2	.6	336	100.0

The data in Table 15 indicate that 33% of the parents interviewed feel the Oakland Public Schools are doing a "good" job, 30% feel an "excellent" job and 28% feel a "fair" job is being done. Five percent of the parents indicated a "poor" job is being done and approximately 3% either gave no opinion or indicated they didn't know.

SUMMARY AND CONCLUSIONS

The analysis of data pertaining to the parent interview survey suggest that a lack of knowledge of the ESEA Program of Compensatory Education as such, exists on the part of a large number of the parents interviewed. The responses to items in the interview schedules appear to indicate that most parents were familiar with the various elements of the ESEA program of services, but were not aware that these services were a result of the ESEA Compensatory Education Program initiated in the spring of 1966.

Parent reaction to questions concerning the effects of the specific services upon their children was generally positive in nature. Overall, the responses of parents at the three grade levels indicated the programs of instruction in specific subject areas were beneficial in increasing their child's understanding and ability to do his work. The responses also indicated that the majority of parents at each of the three grade levels felt their children had made substantial progress during the school year. A greater proportion of elementary parents than of either junior or senior high parents, indicated an awareness of progress on the part of their children.

The analysis also revealed that the majority of parents considered the school their child attended to be an average school, although 55% to 78% of the parents interviewed indicated the education provided by the Oakland Public Schools as a whole to be either "good" or "excellent." Approximately 27% of the elementary parents, 36% of the junior high parents and 7% of the senior high parents interviewed considered the education provided only "fair."

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APPENDIX

EVALUATION REPORT

ESEA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PROGRAM
OF
COMPENSATORY EDUCATION

AUGUST
1968

UD 007861-2

OAKLAND PUBLIC SCHOOLS OAKLAND, CALIFORNIA

APPENDIX I

REMEDIAL AND CORRECTIVE PROGRAMS

APPENDIX I

REMEDIAL AND CORRECTIVE PROGRAMS

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FREQUENCY DISTRIBUTIONS, MEANS, AND STANDARD DEVIATIONS OF PRE AND POST TEST RESULTS FOR METROPOLITAN READINESS TEST AND STANFORD ACHIEVEMENT TESTS-STUDY GROUP 79, FIRST GRADERS, 1967-68

METROPOLITAN READINESS TEST FORM A (10/67)				
RAW SCORE INTERVAL	ESEA FREQ	ESEA-SB 28 FREQ	SB 28 FREQ	COMP FREQ
88-90	1	1	1	1
84-87	2	2	3	3
80-83	1	3	2	3
76-79	4	8	6	3
72-75	6	12	7	7
68-71	4	22	20	9
64-67	10	29	18	14
60-63	25	16	38	17
56-59	25	35	25	17
52-55	30	31	25	15
48-51	28	40	31	19
44-47	34	38	32	19
40-43	36	43	35	21
36-39	29	32	28	27
32-35	37	20	20	17
28-31	31	30	19	16
24-27	24	19	17	18
20-23	22	8	8	5
16-19	8	7	9	7
12-15	2	2	4	4
8-11	3	2	2	
4-7	1			1
0-3	1			
N	364	400	350	243
MEAN	42.8	48.0	47.8	46.0
S.D.	15.22	15.50	15.9	16.7

STANFORD ACHIEVEMENT TEST, PRIMARY 1, FORM W (5/68)								
RAW SCORE INTERVAL	WORD READING				PARAGRAPH MEANING			
	ESEA FREQ	ESEA-SB 28 FREQ	SB 28 FREQ	COMP FREQ	ESEA FREQ	ESEA-SB 28 FREQ	SB 28 FREQ	COMP FREQ
38-39								
36-37					5	2	3	
34-35	6	1	4	3	4	3	3	3
32-33	5	8	3	5	7	6	2	8
30-31	8	11	3	6	10	6	7	6
28-29	8	14	5	7	3	5	3	9
26-27	10	18	9	7	11	12	8	10
24-25	17	17	16	12	7	20	7	12
22-23	21	21	22	18	13	14	8	15
20-21	25	32	18	16	19	18	14	20
18-19	35	27	33	29	22	15	14	19
16-17	41	41	37	29	28	27	38	9
14-15	48	37	65	22	32	26	42	23
12-13	61	48	43	28	61	46	39	29
10-11	36	62	50	25	56	60	47	28
8-9	26	35	39	18	42	58	56	23
6-7	14	16	19	11	32	43	27	18
4-5	2	8	2	3	7	14	18	9
2-3	1	2	2	3	2	9	11	1
0-1		2		1	3	16	3	1
N	364	400	350	243	364	400	350	243
MEAN	16.5	16.2	15.3	16.7	14.7	13.4	13.4	16.3
S.D.	6.50	7.03	6.27	6.99	7.41	7.63	7.00	7.80

FREQUENCY DISTRIBUTIONS, MEANS, AND STANDARD DEVIATIONS FOR PRE AND POST TEST RESULTS FOR STANFORD ACHIEVEMENT TEST—STUDY GROUP 77, THIRD GRADERS, 1967-68

(THREE YEAR ANALYSIS)

STANFORD ACHIEVEMENT TEST, WORD MEANING

5/66 - PRIM I , FORM W
5/67 - PRIM II, FORM X
5/68 - PRIM II, FORM W

RAW SCORE INTERVAL	ESEA			ESEA - SB 28			SB 28			COMPARISON		
	5/66 FREQ	5/67 FREQ	5/68 FREQ	5/66 FREQ	5/67 FREQ	5/68 FREQ	5/66 FREQ	5/67 FREQ	5/68 FREQ	5/66 FREQ	5/67 FREQ	5/68 FREQ
36	1		2						1			
34-35	4		2	1		5	4		2			2
32-33	7		4	1		1	3	1	4			1
30-31	4	3	6	2		5	2	1	6	1		1
28-29	3	5	5	4	3	10	11	1	6	3	1	2
26-27	9	2	14	6	3	7	10	3	21	3		9
24-25	6	8	20	12	7	21	12	9	8	9	4	14
22-23	13	10	30	18	8	19	20	6	20	9	6	18
20-21	20	10	21	14	13	32	14	11	19	13	4	21
18-19	14	23	19	25	21	24	13	14	15	16	10	17
16-17	14	17	14	26	20	29	13	21	7	16	10	13
14-15	25	30	11	26	25	33	15	24	13	15	7	20
12-13	21	23	12	40	36	20	26	24	19	24	23	13
10-11	16	10	11	26	30	11	13	22	9	26	27	16
8-9	20	20	8	22	17	11	13	18	6	19	24	4
6-7	5	11	3	8	16	4	2	7	2	4	23	5
4-5	1	6	2	4	20	2	1	7	1	3	14	3
2-3	1	4		2	16	2	1	4	3		6	2
0-1		2			2	1			1		2	
N	184	184	184	237	237	237	173	173	173	161	161	161
MEAN	17.4	14.8	19.9	15.5	12.7	18.2	18.3	14.4	19.7	15.1	11.2	17.6
S. D.	7.69	6.41	6.67	6.02	6.19	6.46	7.08	5.93	7.16	5.66	5.62	6.36

FREQUENCY DISTRIBUTIONS, MEANS, AND STANDARD DEVIATIONS FOR PRE AND POST TEST RESULTS FOR STANFORD ACHIEVEMENT TEST-STUDY GROUP 77, THIRD GRADERS, 1967-68

(THREE YEAR ANALYSIS)

STANFORD ACHIEVEMENT TEST, PARAGRAPH MEANING									5/66 - PRIM I , FORM W 5/67 - PRIM II, FORM X 5/68 - PRIM II, FORM W			
RAW	ESEA			ESEA - SB 28			SB 28			COMPARISON		
SCORE	5/66	5/67	5/68	5/66	5/67	5/68	5/66	5/67	5/68	5/66	5/67	5/68
INTERVAL	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ
60												
57-59												
54-56			2			1			1			1
51-53		1	9			6		1	11			1
48-50		1	9			7		1	15			6
45-47		2	11		1	15		1	11			11
42-44		2	15			12		6	15		1	6
39-41		5	14		10	13		7	11		1	7
36-38	4	8	18		8	18	3	12	12		9	15
33-35	4	14	15	3	11	25	3	16	14	1	10	12
30-32	8	16	20	4	20	24	3	7	14	3	12	14
27-29	7	20	13	10	19	20	9	18	11	11	7	13
24-26	9	19	13	12	11	18	13	14	15	5	14	16
21-23	10	13	13	8	10	19	14	22	12	12	11	9
18-20	16	14	11	19	22	16	13	22	8	13	18	15
15-17	16	22	7	34	30	20	34	20	8	15	24	16
12-14	37	19	12	41	30	7	27	9	6	46	21	11
9-11	35	11	2	48	31	10	38	7	7	30	11	3
6-8	24	11		28	20	5	10	4		15	17	2
3-5	10	4		21	10	1	4	5	2	4	3	3
0-2	4	2		9	4		2	1		6	2	
N	184	184	184	237	237	237	173	173	173	161	161	161
MEAN	15.0	22.4	32.7	13.4	19.2	29.5	16.3	24.3	33.0	14.5	19.4	28.2
S. D.	8.31	10.38	11.23	7.21	10.38	11.52	7.40	10.34	12.36	6.93	9.44	11.75

FREQUENCY DISTRIBUTIONS, MEANS, AND STANDARD DEVIATIONS FOR PRE AND POST TEST RESULTS FOR STANFORD ACHIEVEMENT TEST, WORD MEANING–STUDY GROUP 76, FOURTH GRADERS, 1967–68 (THREE YEAR ANALYSIS)

STANFORD ACHIEVEMENT TEST; WORD MEANING – 5/66, PRIM II, FORM W; 5/67, PRIM II, FORM X; 5/68, INT I, FORM W															
RAW SCORE INTERVAL	ESEA, TEAM TEACHING			ESEA, NO TEAM TEACHING			ESEA – SB 28			SB 28			COMPARISON		
	5/66 FREQ	5/67 FREQ	5/68 FREQ	5/66 FREQ	5/67 FREQ	5/68 FREQ	5/66 FREQ	5/67 FREQ	5/68 FREQ	5/66 FREQ	5/67 FREQ	5/68 FREQ	5/66 FREQ	5/67 FREQ	5/68 FREQ
36					1						1				
34–35					2						4	1		1	1
32–33					3						7	3		4	
30–31			1		2			2	1	1	5	2		1	2
28–29				2	5	1		7	1	4	15	3	1	14	6
26–27		2	2	1	5	3		7	2	4	25	1	3	11	6
24–25	1	2	1	7	14	3	2	12	1	6	12	7	1	17	5
22–23	1	1		7	20	4	3	8	5	7	23	14	10	24	10
20–21	1	1		2	18	7	3	22	9	15	21	10	9	19	9
18–19	1	3		13	24	13	5	6	9	14	21	10	12	26	15
16–17	1	1	2	11	18	9	13	10	7	16	13	16	15	25	19
14–15	4	1	4	16	16	20	17	13	10	22	13	18	19	16	20
12–13			1	31	13	24	24	7	15	26	12	20	30	13	30
10–11		1	1	22	7	19	13	5	11	25	9	22	25	12	31
8–9				16	8	23	15	7	10	20	6	16	26	8	21
6–7	1			17	2	21	12	4	14	13	1	22	23	6	12
4–5	1			9	1	7	1		11	7	1	17	16		9
2–3	1			6	1	6	3	1	5	8		7	6	1	2
0–1										1			2		
N	12	12	12	160	160	160	111	111	111	189	189	189	198	198	198
MEAN	14.5	20.1	18.7	12.8	18.8	12.3	12.5	18.6	12.7	13.7	21.1	13.6	12.1	18.9	14.3
S. D.	6.79	5.16	6.46	5.80	6.19	5.68	4.66	6.33	6.47	6.29	6.68	7.21	5.74	6.27	6.39

FREQUENCY DISTRIBUTIONS, MEANS, AND STANDARD DEVIATIONS FOR PRE AND POST TEST RESULTS FOR STANFORD ACHIEVEMENT TEST, PARAGRAPH MEANING STUDY-GROUP 76, FOURTH GRADERS, 1967-68
(THREE YEAR ANALYSIS)

STANFORD ACHIEVEMENT TEST, PARAGRAPH MEANING - 5/66, PRIM II, FORM W, 5/67, PRIM II, FORM X; 5/68, INT I, FORM W															
RAW SCORE	ESEA, TEAM TEACHING			ESEA, NO TEAM TEACHING			ESEA - SB 28			SB 28			COMPARISON		
	5/66	5/67	5/68	5/66	5/67	5/68	5/66	5/67	5/68	5/66	5/67	5/68	5/66	5/67	5/68
INTERVAL	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ	FREQ
60															
57-59														1	
54-56											6			2	
51-53					3	1		2		1	7			8	
48-50		2			6			8		2	10	1		7	
45-47				1	11	1		8		1	18	3	2	10	3
42-44				1	8	3		4	1	2	17	4	1	12	1
39-41	1	1	1	6	18	1	1	11	3	4	15	3	6	15	5
36-38		1	1	5	12	5	3	2	3	12	13	7	10	18	6
33-35		1	2	12	10	6	3	9	2	14	21	17	10	24	15
30-32	3	2	1	6	19	10	7	9	7	9	13	19	13	23	14
27-29	2	2	1	9	16	15	8	12	11	15	25	15	21	14	13
24-26	1	1	1	14	15	14	11	12	11	23	14	20	15	12	19
21-23		1	3	14	13	14	18	8	14	14	10	28	21	14	18
18-20	3		1	17	8	26	16	7	15	17	10	24	19	12	31
15-17		1		18	8	30	11	14	18	31	6	18	21	10	31
12-14			1	19	9	12	12	2	14	20	1	16	20	9	24
9-11	1			25	3	12	5	1	6	10		9	16	6	14
6-8				11		7	9	1	5	9	2	2	15	1	3
3-5	1			2	1	2	5	1	1	4		3	8		1
0-2						1	2			1	1				
N	12	12	12	160	160	160	111	111	111	189	189	189	198	198	198
MEAN	23.7	32.7	27.3	19.9	30.7	20.9	19.8	30.2	20.8	22.2	34.5	23.8	21.0	31.6	21.9
S. D.	10.15	9.62	7.97	9.84	10.74	9.08	8.64	11.51	8.16	10.02	10.85	9.11	9.80	11.34	8.83

Frequency Distributions, Means, and Standard Deviations for Pre and Post Test Results for Stanford Achievement Test, Word Meaning - Study Group 74 Sixth Grade, 1967-68 (Three Year Analysis)

Stanford Achievement Test, Word Meaning --
2/66 Int. I-W; 10/67 Int. II-W; 5/68 Int. II-X

Raw Score Intervals	ESEA - Team			ESEA - No Team			ESEA - SB 28		
	2/66	10/67	5/68	2/66	10/67	5/68	2/66	10/67	5/68
	f	f	f	f	f	f	f	f	f
44-45									
42-43						4			
40-41						1			2
38-39			1			1			3
36-37			1		1	2		1	4
34-35					1	2		2	6
32-33				1	3	5		1	5
30-31			2		1	5		2	8
28-29	1	1	4	1	2	7		2	8
26-27		1	3	2	2	6	2	1	15
24-25	1	2	2	5	4	11		4	17
22-23	2	3	5	1	6	14	3	4	24
20-21	2	3	5	7	7	12	6	15	15
18-19	4	5	5	7	6	20	7	21	25
16-17	6	5	9	9	19	12	11	21	20
14-15	10	9	8	4	26	15	12	24	13
12-13	4	8	3	11	19	13	21	37	10
10-11	7	10	1	29	18	5	24	24	13
8-9	6	2	4	21	21	6	39	22	8
6-7	7	5	3	17	6	5	33	9	8
4-5	5	3	1	21	5	2	29	16	2
2-3	2			9	2	1	14		
0-1				4			5		
N	57	57	57	149	149	149	206	206	206
Mean	12.3	14.1	18.5	10.7	14.5	20.1	9.5	14.0	20.4
S.D.	5.77	5.62	7.59	6.36	6.59	8.41	5.19	6.13	7.91

Frequency Distributions, Means, & Standard Deviations for Pre & Post Test Results for Stanford Achievement Test, Paragraph Meaning - Study Group 74 Sixth Grade, 1967-68 (Three Year Analysis)

Stanford Achievement Test, Paragraph Meaning - 2/66 Int. I-W; 10/67 Int. II-W; 5/68 Int.II-X									
Raw Score Intervals	ESEA-Team			ESEA - No Team			ESEA - SB 28		
	2/66	10/67	5/68	2/66	10/67	5/68	2/66	10/67	5/68
	f	f	f	f	f	f	f	f	f
57-59									
54-56									
51-53		1				5			
48-50			2		1	1		1	2
45-47					1	2		1	2
42-44		2	2		2	2			6
39-41	1	1	2	1	6	4		2	7
36-38		2	2	4	4	12	2	4	3
33-35	1	1	1	2	5	3	4	2	20
30-32	3	3	6	4	7	14	6	6	21
27-29	3	5	5	12	12	20	11	20	25
24-26	3	5	7	14	15	26	8	19	20
21-23	5	9	9	16	19	18	20	31	23
18-20	8	9	12	19	23	17	31	27	31
15-17	13	10	5	25	30	12	35	45	20
12-14	11	4	1	23	11	7	35	28	15
9-11	7	2	2	15	9	4	29	13	8
6-8	2	3	1	8	2	1	19	6	3
3-5				5	2	1	4	1	
0-2				1			2		
N	57	57	57	149	149	149	206	206	206
Mean	18.1	22.3	24.8	18.1	21.8	26.1	16.5	19.6	24.7
S.D.	7.22	9.35	9.20	7.75	8.73	9.52	7.09	7.32	8.92

FREQUENCY DISTRIBUTIONS, MEANS, AND STANDARD DEVIATIONS FOR PRE AND POST TEST RESULTS FOR STEP READING TEST AND STANFORD ACHIEVEMENT TESTS -- STUDY GROUP 74, SIXTH GRADE, 1967-68
(2 YEAR ANALYSIS)

	STEP READING FORM 4A 10/66				
RAW SCORE INTERVALS	ESEA TEAM	ESEA NO TEAM	ESEA-SB 28	SB 28	COMP.
	F	F	F	F	F
63-65					1
60-62	2	1	1	1	2
57-59	1	2	2	3	4
54-56	1	3	2	5	4
51-53	1	11	3	11	9
48-50	1	6	4	5	7
45-47	2	4	9	9	7
42-44	4	3	10	11	14
39-41	6	5	6	15	9
36-38	5	11	10	15	12
33-35	5	8	12	12	19
30-32	7	20	13	22	15
27-29	2	23	15	20	24
24-26	6	17	30	20	25
21-23	11	17	42	29	23
18-20	8	32	36	26	19
15-17	3	22	37	18	17
12-14	1	7	23	9	17
9-11	2	3	8	3	1
6-8		1	4		
3-5					
N	68	196	267	234	229
MEAN	30.8	28.3	25.0	30.2	30.5
S.D.	12.1	11.9	11.0	11.9	12.4

	SAT WORD MEANING INT. II-X 5/68					SAT PARAGRAPH MEANING INT. II-X 5/68				
RAW SCORE INTERVAL	ESEA TEAM	ESEA NO TEAM	ESEA-SB 28	SB 28	COMP.	ESEA TEAM	ESEA NO TEAM	ESEA-SB 28	SB 28	COMP.
	F	F	F	F	F	F	F	F	F	F
60										1
57-59										
54-56										2
51-53							5		4	4
48-50						2	1	2	5	3
45-47				1			2	2	5	5
42-44		4		3	3	4	4	5	11	9
39-41		2	3	4	4	2	4	9	10	8
36-38	2	3	6	6	6	2	12	8	12	9
33-35		4	8	11	8	1	3	21	11	15
30-32	3	8	15	11	8	6	17	25	18	18
27-29	8	11	24	27	14	5	24	28	31	23
24-26	3	18	30	23	21	8	31	26	31	22
21-23	7	27	36	26	25	10	23	35	23	23
18-20	9	35	46	35	37	14	30	44	23	32
15-17	16	26	31	27	37	8	19	29	24	28
12-14	9	29	26	30	20	2	11	21	12	15
9-11	4	15	24	17	20	2	6	8	13	7
6-8	6	11	15	10	21	2	2	4	1	1
3-5	1	2	3	2	4		2			4
0-2		1		1	1					
N	68	196	267	234	229	68	196	267	234	229
MEAN	18.4	19.3	20.1	21.0	19.3	24.3	24.8	24.2	26.5	25.8
S.D.	7.6	8.1	7.8	8.7	8.7	9.5	9.4	8.6	10.2	11.0

Frequency Distributions, Means, and Standard Deviations of Pre- and Post-Test Results for California Achievement Test
Grades 7-9, 1967-68
ESEA Junior High Schools

California Achievement Test, Jr. High Level
Reading Vocabulary
2/66, 5/67, 10/67 form W; 10/66 form X; 5/68 form Y

Raw Score Intervals	Grade 7		Grade 8			Grade 9		
	10/67	5/68	10/66	5/67	5/68	2/66	5/67	5/68
	f	f	f	f	f	f	f	f
76-79								
72-75								
68-71			1					
64-67			0					
60-63			0					
56-59			0					4
52-55		2	0	2	9	2	8	12
48-51	2	9	1	8	19	5	28	27
44-47	11	16	7	15	33	17	23	44
40-43	16	31	8	35	47	21	51	45
36-39	23	47	18	47	51	22	53	50
32-35	41	58	28	52	63	39	48	44
28-31	57	50	45	71	63	37	42	50
24-27	65	76	64	59	52	59	51	55
20-23	83	66	68	71	39	57	35	30
16-19	89	67	84	45	52	58	31	23
12-15	65	46	79	24	18	43	14	19
8-11	30	19	33	20	6	25	11	6
4-7	10	7	17	4	2	8	0	1
0-3	0	0	1	0	0	2	0	0
N	494	494	454	454	454	395	395	395
Mean	23.1	26.5	21.5	27.9	31.0	24.9	32.2	33.7
S.D.	9.31	10.19	9.14	9.81	10.53	10.56	10.78	11.20

Frequency Distributions, Means, and Standard Deviations of Pre- and Post-Test Results for California Achievement Test
Grades 7-9, 1967-68
ESEA Junior High Schools

California Achievement Test, Jr. High Level
Reading Comprehension
2/66, 5/67, 10/67 form W; 10/66 form X; 5/68 form Y

Raw Score Intervals	Grade 7		Grade 8			Grade 9		
	10/67	5/68	10/66	5/67	5/68	2/66	5/67	5/68
	f	f	f	f	f	f	f	f
88-91								
84-87								
80-83								1
76-79					2			1
72-75		1			3		5	4
68-71		1		4	8	3	8	16
64-67		10	2	4	13	3	11	31
60-63	2	8	2	9	23	3	20	30
56-59	5	19	7	13	27	8	23	37
52-55	7	26	10	23	41	16	25	34
48-51	6	42	9	30	45	23	33	34
44-47	27	54	19	28	41	34	33	42
40-43	40	52	34	41	52	35	52	44
36-39	37	55	34	47	73	51	45	29
32-35	60	64	59	66	35	47	42	31
28-31	78	62	72	83	55	48	42	27
24-27	104	63	87	69	35	70	32	23
20-23	84	51	76	45	31	34	17	8
16-19	51	24	56	14	7	16	8	4
12-15	19	7	19	9	1	8	4	4
8-11	10	3	5	4	0	1	0	0
4-7	5	0	0	0	0	0	0	0
0-3	0	0	1	0	0	0	0	0
N	542	542	492	492	492	400	400	400
Mean	28.8	36.5	29.3	35.0	41.5	34.6	41.3	46.6
S.D.	9.97	12.25	10.48	11.83	12.96	11.19	13.28	13.82

Frequency Distributions, Means, and Standard Deviations of Pre- and Post-Test Results for California Achievement Test
Grades 7-9, 1967-68
ESEA Junior High Schools

California Achievement Test, Jr. High Level

Mechanics of English

2/66, 5/67, 10/67 form W; 10/66 form X; 5/68 form Y

Raw Score Intervals	Grade 7		Grade 8			Grade 9		
	10/67	5/68	10/66	5/67	5/68	2/66	5/67	5/68
	f	f	f	f	f	f	f	f
96-99						0	0	2
92-95		1			2	1	2	3
88-91	4			4	4	2	6	11
84-87	1	4	1	6	18	7	17	24
80-83	8	14	1	14	24	15	33	28
76-79	10	22	6	23	27	20	40	42
72-75	16	22	8	26	26	31	38	40
68-71	16	33	13	31	41	34	36	49
64-67	18	40	21	39	37	30	35	33
60-63	29	32	22	30	46	23	34	29
56-59	25	34	34	45	41	40	22	23
52-55	35	36	38	41	41	39	31	33
48-51	36	44	31	29	38	16	37	29
44-47	64	54	46	36	29	35	28	22
40-43	34	50	35	42	27	45	16	22
36-39	49	50	41	36	27	25	15	16
32-35	68	34	48	28	13	23	11	6
28-31	43	31	56	22	19	53	10	6
24-27	37	18	35	11	8	17	5	2
20-23	25	11	27	18	12	3	3	2
16-19	11	6	13	7	1	2	1	0
12-15	7	2	5	6	5	1	1	0
8-11	2	0	6	2	1	0	1	0
4-7	0	0	0	0	0	0	0	0
0-3	0	0	0	0	0	0	0	0
N	541	541	488	488	488	422	422	422
Mean	44.0	50.5	42.1	52.6	56.6	53.8	61.1	63.6
S.D.	16.34	16.29	15.38	17.24	17.23	16.38	16.45	15.71

Frequency Distributions, Means, and Standard Deviations of Pre- and Post-Test Results for California Achievement Test
Grades 7-9, 1967-68
ESEA Junior High Schools

California Achievement Test, Jr. High Level
Spelling
2/66, 5/67, 10/67 form W; 10/66 form X; 5/68 form Y

Raw Score Intervals	Grade 7		Grade 8			Grade 9		
	10/67	5/68	10/66	5/67	5/68	2/66	5/67	5/68
	f	f	f	f	f	f	f	f
30		1						1
28-29	4	6	1	2	7		13	13
26-27	11	16	7	16	21	14	23	26
24-25	13	25	10	23	23	24	34	36
22-23	19	32	23	22	29	28	36	40
20-21	28	40	32	29	50	32	38	46
18-19	46	61	32	43	61	44	34	46
16-17	54	60	53	60	40	45	41	45
14-15	65	67	71	58	42	55	44	49
12-13	69	67	58	53	46	50	38	37
10-11	63	69	52	46	49	50	49	24
8-9	69	39	49	43	46	36	33	29
6-7	46	36	22	24	14	28	25	11
4-5	35	14	26	19	8	13	10	6
2-3	14	7	7	6	8	1	1	2
0-1	4	1	2	1	1	1	2	0
N	541	541	445	445	445	421	421	421
Mean	13.0	14.9	13.7	14.7	15.8	15.0	16.3	17.3
S.D.	5.87	5.82	5.53	5.89	6.08	5.74	6.46	6.06

Frequency Distributions, Means, and Standard Deviations of Pre- and Post-Test Results for California Achievement Test Comparison Grade 7, 1967-68

California Achievement Test, Jr. High Level
10/67 Form W; 5/68 Form Y

Raw Score Intervals	Reading Vocabulary		Reading Comprehension		Mechanics of English	
	10/67	5/68	10/67	5/68	10/67	5/68
	f	f	f	f	f	f
96-99						
92-95						
88-91						3
84-87					1	2
80-83					1	4
76-79					2	6
72-75					3	8
68-71				2	1	5
64-67				1	5	7
60-63			2	3	4	7
56-59			1	5	2	14
52-55			3	3	9	16
48-51	1	3	6	15	9	16
44-47	3	14	7	11	13	15
40-43	2	7	9	11	16	7
36-39	10	12	12	25	17	13
32-35	9	17	22	20	15	5
28-31	8	23	24	20	19	6
24-27	19	20	24	19	13	6
20-23	18	20	20	17	10	8
16-19	30	15	20	5	10	1
12-15	26	9	5			1
8-11	14	2	1			
4-7	3	1	1			
0-3						
N	143	143	157	157	150	150
Mean	21.5	29.0	29.9	36.2	39.3	51.0
S.D.	9.67	10.00	10.71	11.58	15.00	17.15

Frequency Distributions, Means, and Standard Deviations of Pre- and Post-Test Results for California Achievement Test
Comparison Grade 7, 1967-68

California Achievement Test,
Jr. High Level - Spelling
10/67 Form W; 5/68 Form Y

Raw Score Intervals	10/67 f	5/68 f
30	1	
28-29		6
26-27	2	3
24-25	7	6
22-23	8	14
20-21	14	12
18-19	13	14
16-17	10	19
14-15	16	14
12-13	20	20
10-11	21	24
8-9	22	13
6-7	13	5
4-5	6	5
2-3	4	2
0-1		
N	157	157
Mean	13.7	15.4
S.D.	5.94	6.08

FREQUENCY DISTRIBUTIONS, MEANS, AND STANDARD DEVIATIONS FOR PRE AND POST TEST RESULTS FOR CALIFORNIA ACHIEVEMENT TEST, GRADE 10,1967-68

Raw	California Achievement Test, Jr. High Level - 2/66, 5/67 Form W; 5/68 Form Y								
Raw	Reading Vocabulary			Reading Comprehension			Mechanics of English		
Score	2/66	5/67	5/68	2/66	5/67	5/68	2/66	5/67	5/68
Intervals	F	F	F	F	F	F	F	F	F
96-98									
92-95								3	2
88-91							1	2	3
84-87							3	2	6
80-83				1		1	1	6	4
76-79					3	2	4	4	7
72-75						5	2	8	6
68-71				2	1	5	3	2	4
64-67				4	10	5	5	6	8
60-63				7	11	11	11	6	5
56-59		2	4	3	8	15	2	10	6
52-55	4	3	5	3	11	20	7	5	6
48-51	5	11	9	12	12	11	8	4	3
44-47	5	21	21	18	15	9	6	3	2
40-43	14	22	24	20	27	19	2	2	2
36-39	13	26	25	23	15	20	4		1
32-35	15	23	23	13	19	10	3	2	1
28-31	24	23	18	24	14	15	2	2	
24-27	23	17	19	18	8	9	1		1
20-23	29	8	9	12	8	3	2		
16-19	22	7	7	4	2	3			
12-15	7	3	4	1		2			
8-11	7	3	1		1				
4-7	1								
0-3									
N	169	169	169	165	165	165	67	67	67
Means	27.9	35.1	35.5	38.1	43.1	45.5	55.6	64.3	66.8
S.D.	10.4	9.9	10.1	12.6	13.4	14.5	15.9	15.7	15.3

Frequency Distributions, Means, and Standard Deviations for Pre and Post Test Results for California Achievement Test Grade 10, 1967-68

California Achievement Test, Jr. High Level - Spelling 2/66, 5/67 Form W; 5/68 Form Y			
Raw Score Intervals	2/66 f	5/67 f	5/68 f
30			1
28-29		3	3
26-27	7	5	9
24-25	4	8	12
22-23	11	5	6
20-21	7	13	7
18-19	11	10	9
16-17	7	4	5
14-15	7	3	4
12-13	4	6	6
10-11	3	4	2
8-9	4	4	2
6-7	2	4	3
4-5	2	1	1
2-3	1		
0-1			
N	70	70	70
Mean	17.6	18.2	19.5
S.D.	6.0	6.3	6.3

APPENDIX I-B-1

TEACHER'S POST-EVALUATION OF INDIVIDUAL STUDENT'S LANGUAGE ARTS SKILLS

ELEMENTARY AND JUNIOR HIGH LEVELS

OAKLAND PUBLIC SCHOOLS - RESEARCH DEPARTMENT

0 1 2 3 4 I.D. CODE 5 6 7 8 9

Please fill in the blanks directly below, disregarding the coding to the right.

Student Name ______________________
LAST FIRST MIDDLE

Birthdate ______________ Grade ________
MONTH/DAY/YEAR

School ______________________

Teacher ______________________

Date ________ Sex: ☐ Boy ☐ Girl

DIRECTIONS: Please blacken the space below the number that most nearly represents your knowledge or opinion of the factors listed below. Use a number 2 pencil MAKE YOUR MARKS HEAVY AND BLACK. ERASE COMPLETELY ANY RESPONSES YOU WISH TO CHANGE.

I. At this point in time	Never				Sometimes					Always
This student	0	1	2	3	4	5	6	7	8	9
1. Utilizes a variety of word attack skills										
2. Exhibits skill at word recognition										
3. Exhibits understanding of word meanings										
4. Comprehends what he reads										
5. Exhibits skill at reading independently										
6. Uses time provided for voluntary reading										
7. Exhibits skill in reading for a variety of purposes such as:										
a. reading for appreciation										
b. reading to locate information										
c. reading to identify main ideas										
d. reading for critical evaluation										

II. Compared to your knowledge of this student at the beginning of this school year	Shown No Improvement		Shown Little Improvement		Shown Some Improvement		Shown Marked Improvement	
This student's	0	1	2	3	4	5	6	7
1. General reading skills have								
2. Attendance has								
3. Attitude toward school has								
4. General writing skills have								
5. General speaking skills have								
6. General listening skills have								

RAL/im
4/24/67

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APPENDIX I-B-2

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY SELF-RATING QUESTIONNAIRE

I.D. No. ____________ **Boy** ☐ **Girl** ☐

Name ____ **Age** ______

School ____ **Grade** ______

Teacher ____ **Date** ____________

Here are some questions which have to do with you and your schoolwork. The answers you select will not affect your grades in any way.

DIRECTIONS: Below is a list of questions about yourself. Read each question carefully. Then select one of the answers below each question which you think most nearly describes you. Place a circle around the answer you select. Be sure to select only one answer for each question.

1. Do I get to school on time?
   Never Not often Sometimes Most of the time Always

2. Do I begin work in class as soon as I have my assignment?
   Never Not often Sometimes Most of the time Always

3. Do I follow school rules?
   Never Not often Sometimes Most of the time Always

4. Do I understand most of the work in class?
   Never Not often Sometimes Most of the time Always

5. Do I need help at home with homework?
   Never Not often Sometimes Most of the time Always

6. Do I do more work in class than I am told to?
   Never Not often Sometimes Most of the time Always

7. Do I make up any work I miss in class?
   Never Not often Sometimes Most of the time Always

8. Do I take part in class discussions?
   Never Not often Sometimes Most of the time Always

9. Do I think others can read my writing?
   Never Not often Sometimes Most of the time Always

10. Do I think others can understand what I say?
    Never Not often Sometimes Most of the time Always

11. Do I use a library after school?
    Never Not often Sometimes Most of the time Always

12. Do I like school?
    Never Not often Sometimes Most of the time Always

13. Am I a good sport when losing?
    Never Not often Sometimes Most of the time Always

14. Do I get along well with other classmates?
    Never Not often Sometimes Most of the time Always

15. Do I make friends easily?
    Never Not often Sometimes Most of the time Always

Elementary Self-Rating Questionnaire - Continued Page 2

DIRECTIONS: Below is a list of questions about yourself. Read each question carefully. Then select one of the answers below each question which you think most nearly describes you. Place a circle around the answer you select. Be sure to select only one answer for each question.

16. Do I listen in class while others are talking?
    Never Not often Sometimes Most of the time Always

17. Do I understand what I read in Social Sciences (History and Geography)?
    Never Not often Sometimes Most of the time Always

18. Do I understand what I read and do in Science?
    Never Not often Sometimes Most of the time Always

19. Do I finish each of my class assignments?
    Never Not often Sometimes Most of the time Always

20. How do I spell?
    Very poorly Poorly Fairly well Very well

21. How do I behave in class?
    Very poorly Poorly Fairly well Very well

22. How do I follow directions in class?
    Very poorly Poorly Fairly well Very well

23. How do I behave on the school playground?
    Very poorly Poorly Fairly well Very well

24. During science lessons in class, I am
    Not interested Interested Very interested

25. When we have singing in class during the music period, I am
    Not interested Interested Very interested

26. During Social Sciences (History and Geography), I am
    Not interested Interested Very interested

27. How do I feel when I am given a special job to do?
    Not happy to do it Neither happy nor unhappy Happy to do it

28. When I have to do a special job, I am
    Very much afraid A little afraid Not afraid

29. How do I feel when I am made a monitor?
    Not happy to be one Neither happy nor unhappy Happy to be one

30. When I am a monitor, I am
    Very much afraid A little afraid Not afraid

31. How do I feel when I am sent to the principal with a message?
    Not happy to go Neither happy nor unhappy Happy to go

32. When I go to the principal with a message, I am
    Very much afraid A little afraid Not afraid

33. How do I feel when I am sent to the principal for doing something wrong?
    Not happy to go Neither happy nor unhappy Happy to go

34. When I go to the principal for doing something wrong, I am
    Very much afraid A little afraid Not afraid

Elementary Self-Rating Questionnaire - Continued

DIRECTIONS: Below is a list of questions about your schoolwork. Read each question carefully. Then select one of the answers below each question which describes how well you think you are able to do the work. Place a circle around the answer you select. Be sure to select only one answer for each kind of work.

35. How do I read silently?
Very poorly   Poorly   Fairly well   Very well

36. How do I read orally?
Very poorly   Poorly   Fairly well   Very well

37. How do I understand what I read?
Very poorly   Poorly   Fairly well   Very well

38. How do I work with a group?
Very poorly   Poorly   Fairly well   Very well

39. How do I write sentences?
Very poorly   Poorly   Fairly well   Very well

40. How do I write stories?
Very poorly   Poorly   Fairly well   Very well

41. How do I use punctuation marks and capital letters?
Very poorly   Poorly   Fairly well   Very well

42. How do I make reports to the class?
Very poorly   Poorly   Fairly well   Very well

43. How do I do arithmetic problems?
Very poorly   Poorly   Fairly well   Very well

DIRECTIONS: Below are some more questions about yourself. Read each question carefully. If answers are given below a question, select an answer then place a circle around the answer you select. If a blank space follows a question, think of your best answer and place it in the blank space. Be sure to answer every question.

44. Which three of these subjects do you like best in school? Write the number 1 after your first choice. Write the number 2 after your second choice. Write the number 3 after your third choice.

Reading ___, Language ___, Spelling ___, Mathematics ___, Social Studies ___, Physical Education ___, Writing ___, Music ___, Art ___.

45. Which three of these subjects do you like least in school? Write the number 1 after your first choice. Write the number 2 after your second choice. Write the number 3 after your third choice.

Reading ___, Language ___, Spelling ___, Mathematics ___, Social Studies ___, Physical Education ___, Writing ___, Music ___, Art ___.

46. If you had a free period every day in school, what would you do?

____

47. How far do your parents plan for you to go in school?
Junior High   Senior High   Junior College   College   Don't Know

48. How far do you think you will be able to go in school?
Junior High   Senior High   Junior College   College   Don't Know

49. What kind of work do you think you will probably do when you grow up?

____

50. If you could do any kind of work you wish when you grow up, what would you like to do?

____

FMM:im
4/1/68

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY PRINCIPAL QUESTIONNAIRE

and Vice-Principal

School ESEA

Total 6

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Thank you.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in: 1. Increasing pupil confidence, motivation and interest in reading?			2 33.3%	4 66.7%		
2. Giving added meaning and purpose to reading and language instructional activities?			5 83.3%	1 16.7%		
3. Increasing student abilities to analyze, decode and comprehend printed or written words?			3 50.0%	3 50.0%		
4. Improving student skills in oral expression?			2 33.3%	4 66.7%		
5. Increasing student abilities in written expression?			5 83.3%	1 16.7%		
6. Improving student understanding and interest in other academic and non-academic areas?			5 83.3%	1 16.7%		

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 3-on-2 Teaching Plan during the 1967-68 school year has increased opportunities for the staff to: 1. Devote more time to group reading and language instruction and development?			2 33.3%	3 50.0%		1 16.7%
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?			1 16.7%	4 66.7%		1 16.7%
3. Devote more time to classroom preparation?	2 33.3%		1 16.7%	2 33.3%		1 16.7%

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	NoResponse
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 5-on-4 Teaching Plan during the 1967-68 school year has increased opportunities for the staff to: 1. Devote more time to group reading and language instruction and development?			1 16.7%	2 33.3%		3 50.0%
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?			2 33.3%	1 16.7%		3 50.0%
3. Devote more time to classroom preparation?	2 33.3%		1 16.7%			3 50.0%

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in: 1. Increasing pupil motivation and interest in reading and language?			1 16.7%	4 66.7%		1 16.7%
2. Improving student skills either in reading or oral expression?			2 33.3%	3 50.0%		1 16.7%
3. Increasing comprehension in all types of silent reading?			2 33.3%	3 50.0%		1 16.7%
4. Improving student reading and language skills to a point which enables participation in regular classroom instruction?			2 33.3%	3 50.0%		1 16.7%
5. Meeting the needs of numbers of students who should be involved in the remedial reading program?			2 33.3%	2 33.3%		2 33.3%

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? ☒ 6 Yes 100.0% ☐ No
2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? ☒ 6 Yes 100.0% ☐ No

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? ☒ 5 Yes 83.3% ☐ No 1 NR 16.7%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in: 4. Providing aid in the early diagnosis of learning problems?			2 33.3%	4 66.7%		
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?		1 16.7%	3 50.0%	2 33.3%		
6. Assisting in the evaluation of social and educational adjustment of pupils?			3 50.0%	3 50.0%		
7. Assisting with the evaluation of high and low potential students?			2 33.3%	4 66.7%		
8. Providing follow-up information on testing services?			2 33.3%	4 66.7%		

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? 6 Yes ☐ No
100.0%
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? 6 Yes ☐ No
100.0%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
3. Would you have liked more assistance from the Consultant in Individual Guidance? 6 Yes 100.0% ☐ No						
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in:						
4. Assisting them to understand children's behavior?			3 50.0%	3 50.0%		
5. Assisting with the development of special plans or programming for individual children in their class?		1 16.7%	3 50.0%	2 33.3%		
6. Channeling students' efforts toward better achievement and behavior?		1 16.7%	2 33.3%	3 50.0%		
7. Helping them to feel more secure or comfortable working with children?			4 66.7%	2 33.3%		
8. Facilitating communication with hard-to-reach parents?			2 33.3%	4 66.7%		
9. Securing helpful community services?			5 83.3%	1 16.7%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has (have) the TARD(s) assigned to your school been to the staff in:						
1. Coordinating the continued development of the reading and language program?			1 16.7%	5 83.3%		
2. Providing assistance in instructional group planning?				6 100.0%		
3. Providing new instructional approaches and teaching techniques?			3 50.0%	3 50.0%		
4. Providing direct school-site inservice experiences?			3 50.0%	3 50.0%		
5. Coordinating the services of the teacher aides?				6 100.0%		
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?		1 16.7%	2 33.3%	3 50.0%		

1. During the 1967-68 school year, did your school receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)? 4 Full Time 66.7% 2 Part Time 33.3%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Librarian been to the staff in:						
2. Increasing student use of the library?				6 100.0%		
3. Increasing the availability of the library for individual, group and class use?		1 16.7%		5 83.3%		
4. Providing library assistance to students with special interests and needs?			2 33.3%	4 66.7%		
5. Developing student library skills appropriate for the scope of students' abilities at particular grade levels?		1 16.7%	1 16.7%	4 66.7%		
6. Providing library resource information and/or materials to supplement particular curriculum areas?				6 100.0%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Nurse been to the staff in:						
1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)				6 100.0%		
2. Assisting students to receive needed health services within the school?				6 100.0%		
3. Providing visual and auditory screening services to students?				6 100.0%		
4. Following up with parents on student health recommendation and referrals?				6 100.0%		
5. Providing liaison between school and community?				6 100.0%		
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?			1 16.7%	5 83.3%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Require	**No Response**
During the 1967-68 school year, how valuable have the services of the Teacher Aides been to the staff in: 1. Performing various clerical tasks (taking roll, etc.)?			2 33.3%	3 50.0%		1 16.7%
2. Preparing materials (displays, bulletin boards, etc.)?			1 16.7%	4 66.7%		1 16.7%
3. Supervising individual and small group activities?			1 16.7%	4 66.7%		1 16.7%
4. Encouraging students to communicate orally?			4 66.7%	1 16.7%		1 16.7%
5. Guiding pupils through example, redirection and speech?			1 16.7%	4 66.7%		1 16.7%
6. Encouraging correct pupil usage of materials?			2 33.3%	3 50.0%		1 16.7%
7. Assisting in the use of equipment and supplies?				5 83.3%		1 16.7%
8. Increasing communication between the home and the school?			1 16.7%	4 66.7%		1 16.7%

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to the staff in: 1. Supplementing their efforts to improve student reading and language skills?			2 33.3%	2 33.3%	2 33.3%	
2. Stimulating general pupil interest and curiosity?			2 33.3%	2 33.3%	2 33.3%	
3. Providing first-hand student contact with common objects and materials not found in the home?			4 66.7%		2 33.3%	
4. Producing noticeable changes in student attitudes toward school?	1 16.7%		2 33.3%	1 16.7%	2 33.3%	

1. During the 1967-68 school year, did any classes participate in any On-Site Cultural Enrichment Activities? ☒ 6 Yes ☐ No
100.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to students in: 2. Stimulating student interest in the arts and other cultural activities?			4 66.7%	1 16.7%		1 16.7%
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?			3 50.0%	2 33.3%	1 16.7%	
4. Providing needed student experiential background for increased perceptual and intellectual development?			4 66.7%	1 16.7%	1 16.7%	
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?			3 50.0%	3 50.0%		

1. During the 1967-68 school year, did any classes participate in any Cultural Enrichment Study Tours? 1 NR ☒ 5 Yes ☐ No
16.7% 83.3%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to students in: 2. Stimulating student interest in the arts and other cultural activities?			3 60.0%	2 40.0%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?			2 40.0%	3 60.0%		
4. Providing needed student experiential background for increased perceptual and intellectual development?			2 40.0%	3 60.0%		
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?			1 20.0%	4 80.0%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to the staff in: 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	2 33.3%		4 66.7%			
2. Developing greater proficiency in the use of new instructional materials and equipment?	2 33.3%		4 66.7%			
3. Providing opportunities to observe new teaching techniques?	2 33.3%	1 16.7%	3 50.0%			
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	2 33.3%		3 50.0%	1 16.7%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to the staff in: 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	1 16.7%		4 66.7%	1 16.7%		
2. Developing greater proficiency in the use of new instructional materials and equipment?			2 33.3%	3 50.0%	1 16.7%	
3. Providing opportunities to observe new teaching techniques?			4 66.7%	2 33.3%		
4. Providing opportunities for the exchange and/or development of successful ideas?			2 33.3%	4 66.7%		

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	**No Response**
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in: 1. Reducing student/teacher ratios?	**2 40.0%**			**3 60.0%**		
2. Providing greater opportunities to identify and/or diagnose early learning problems?			**2 40.0%**	**3 60.0%**		
3. Increasing opportunities for individualized instruction?			**4 80.0%**	**1 20.0%**		
4. Raising student achievement levels as measured by standardized test scores?		**1 20.0%**	**3 60.0%**	**1 20.0%**		
5. Improving individual student adjustment?		**1 20.0%**	**2 40.0%**	**2 40.0%**		
6. Producing noticeable positive changes in pupil attitudes?	**1 20.0%**	**1 20.0%**	**2 40.0%**	**1 20.0%**		
7. Improving student attendance patterns?	**1 20.0%**	**1 20.0%**	**3 60.0%**			
8. Reducing the number of major discipline referrals (fighting, etc.)?	**1 20.0%**	**1 20.0%**	**1 20.0%**	**2 40.0%**		
9. Reducing the number of minor classroom rule infractions?	**1 20.0%**	**1 20.0%**	**2 40.0%**	**1 20.0%**		
10. Improving teacher classroom control and management?			**4 80.0%**	**1 20.0%**		
11. Increasing parent awareness and understanding of the nature of school programs?	**1 20.0%**		**3 60.0%**	**1 20.0%**		
12. Improving teacher morale?		**1 20.0%**	**2 40.0%**	**2 40.0%**		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the program of music instruction been to you in: 1. Increasing the development of individual and group musical skills and understandings?				1 100.0 %		
2. Increasing student interest in an appreciation of music?				1 100.0%		
3. Increasing opportunities for student self-expression through music?				1 100.0%		
4. Providing students with a rich variety of musical experiences?				1 100.0%		
5. Providing opportunities to integrate music with other curriculum areas of instruction?				1 100.0%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the departmentalized program of physical education instruction been to your students in: 1. Increasing the development of individual and group physical skills?				1 100.0%		
2. Increasing the development of desirable mental concepts and standards of student behavior?				1 100.0%		
3. Providing a variety of physical and rhythmical activities adjusted to individual and/or group needs and interests?				1 100.0%		
4. Increasing student emotional adjustment and stability within the classroom?				1 100.0%		
5. Increasing student self-control and cooperation on the playground?				1 100.0%		

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	**No Response**
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		1 20.0%	4 80.0%		
2. Remedial Reading Workshop		1 20.0%	4 80.0%		
3. Research Department Psychologist		2 40.0%	3 60.0%		
4. Consultant in Individual Guidance			5 100.0%		
5. Teacher Assistant in Reading Development		4 80.0%	1 20.0%		
6. School Librarian		5 100.0%			
7. School Nurse		2 40.0%	3 60.0%		
8. Teacher Aides		3 60.0%	1 20.0%	1 20.0%	
9. Instructional Equipment, Books and Supplies		2 40.0%	3 60.0%		
10. Cultural Enrichment Activities - On-Site		5 100.0%			
11. Cultural Enrichment Activities - Study Tours		5 100.0%			
12. Inservice Activities - Centrally Organized by District ESEA Office	1 20.0%		2 40.0%	2 40.0%	
13. Inservice Activities - On-Site		2 40.0%	3 60.0%		

APPENDIX I-B-3

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Conference-Planning Period at your school been to the staff in: 1. Providing additional time for reading and language instructional group planning?			1 100.0%			
2. Providing additional time for reading and language team planning?			1 100.0%			
3. Providing additional time for classroom preparation?			1 100.0%			
4. Increasing opportunities for the exchange and/or observation of successful teaching methods and techniques?			1 100.0%			
5. Improving individual pupil adjustment and achievement?			1 100.0%			

Please check the appropriate box at the right.	One TARD All Grade Levels	More Than One TARD-Specific Grade Levels	Both Plans Equally Effective	Don't Know	No Response
In comparing the assistance of one TARD at all grade levels with one or more TARD's at specific circuit levels, which plan do you think is more effective in: 1. Coordinating the development of the reading and language program?		1 100.0%			
2. Providing assistance in instructional group planning?		1 100.0%			
3. Providing new instructional approaches and teaching techniques?		1 100.0%			
4. Providing direct school-site inservice experiences?		1 100.0%			
5. Coordinating the services of the teacher aides?		1 100.0%			
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?		1 100.0%			

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths: ______________________________

Weaknesses: ______________________________

Suggestions for Improvements: ______________________________

Other: ______________________________

FMM:im
4/8/68

APPENDIX I-B-3

ESEA-SB 28

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY PRINCIPAL QUESTIONNAIRE
AND
VICE-PRINCIPALS

School ESEA-SB28

Total 8

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in: 1. Increasing pupil confidence, motivation and interest in reading?		1 12.5%	3 37.5%	4 50.0%		
2. Giving added meaning and purpose to reading and language instructional activities?		1 12.5%	3 37.5%	4 50.0%		
3. Increasing student abilities to analyze, decode and comprehend printed or written words?		1 12.5%	4 50.0%	3 37.5%		
4. Improving student skills in oral expression?		1 12.5%	5 62.5%	2 25.0%		
5. Increasing student abilities in written expression?		1 12.5%	5 62.5%	2 25.0%		
6. Improving student understanding and interest in other academic and non-academic areas?		2 25.0%	5 62.5%	1 12.5%		

APPENDIX I-B-4

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for the staff to: 1. Devote more time to group reading and language instruction and development?			2 25.0%	6 75.0%		
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?		1 12.5%	1 12.5%	6 75.0%		
3. Devote more time to classroom preparation?	1 12.5%	2 25.0%	3 37.5%	2 25.0%		

Please check the appropriate box at the right.	Reduced Class Size	Teams of Teachers	Both Plans Equally Effective	No Response
In comparing the Reduced Class Size with Teams of Teachers (either the 3-on-2 Team or the 5-on-4 Team), which plan (Reduced Class Size or Teams of Teachers) do you feel has provided the greatest opportunities to: 1. Devote more time to group reading and language instruction and development?	4 50.0%	2 25.0%		2 25.0%
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?	5 62.5%	1 12.5%		2 25.0%
3. Devote more time to classroom preparation?	3 37.5%	3 37.5%		2 25.0%

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in: 1. Increasing pupil motivation and interest in reading and language?			2 25.0%	6 75.0%		
2. Improving student skills either in reading or oral expression?			2 25.0%	6 75.0%		
3. Increasing comprehension in all types of silent reading?			4 50.0%	4 50.0%		
4. Improving student reading and language skills to a point which enables participation in regular classroom instruction?			2 25.0%	5 62.5%		1 12.5%
5. Meeting the needs of numbers of students who should be involved in the remedial reading program?		1 12.5%	2 25.0%	5 62.5%		

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? 7 Yes 87.5% 1 No 12.5%

2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? 7 Yes 87.5% 1 No 12.5%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? 3 Yes 42.9% 3 No 42.9% 1 NR 14.3%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in: 4. Providing aid in the early diagnosis of learning problems?		1 14.3%	3 42.9%	3 42.9%		
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	1 14.3%	2 28.6%	3 42.9%	1 14.3%		
6. Assisting in the evaluation of social and educational adjustment of pupils?		1 14.3%	3 42.9%	3 42.9%		
7. Assisting with the evaluation of high and low potential students?			3 42.9%	4 57.1%		
8. Providing follow-up information on testing services?	1 14.3%		2 28.6%	4 57.1%		

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? [8] Yes 100% ☐ No
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? [8] Yes 100% ☐ No

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below:

3. Would you have liked more assistance from the Consultant in Individual Guidance? 100.0% [8] Yes ☐ No	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in:						
4. Assisting them to understand children's behavior?			4 50.0%	4 50.0%		
5. Assisting with the development of special plans or programming for individual children in their class?			4 50.0%	4 50.0%		
6. Channeling students' efforts toward better achievement and behavior?			3 37.5%	5 62.5%		
7. Helping them to feel more secure or comfortable working with children?			5 62.5%	3 37.5%		
8. Facilitating communication with hard-to-reach parents?			2 25.0%	6 75.0%		
9. Securing helpful community services?			4 50.0%	4 50.0%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has (have) the TARD(s) assigned to your school been to the staff in:						
1. Coordinating the continued development of the reading and language program?		1 12.5%	1 12.5%	6 75.0%		
2. Providing assistance in instructional group planning?			1 12.5%	6 75.0%	1 12.5%	
3. Providing new instructional approaches and teaching techniques?			2 25.0%	5 62.5%	1 12.5%	
4. Providing direct school-site inservice experiences?		1 12.5%		7 87.5%		
5. Coordinating the services of the teacher aides?			1 12.5%	7 87.5%		
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	1 12.5%		3 37.5%	4 50.0%		

1. During the 1967-68 school year, did your school receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)? ☒ 6 Full Time 75.0% ☒ 2 Part Time 25.0%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Librarian been to the staff in:						
2. Increasing student use of the library?				8 100.0%		
3. Increasing the availability of the library for individual, group and class use?			1 12.5%	7 87.5%		
4. Providing library assistance to students with special interests and needs?			1 12.5%	7 87.5%		
5. Developing student library skills appropriate for the scope of students' abilities at particular grade levels?			1 12.5%	7 87.5%		
6. Providing library resource information and/or materials to supplement particular curriculum areas?			1 12.5%	7 87.5%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Nurse been to the staff in:						
1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)			1 12.5%	7 87.5%		
2. Assisting students to receive needed health services within the school?			1 12.5%	7 87.5%		
3. Providing visual and auditory screening services to students?				8 100.0%		
4. Following up with parents on student health recommendation and referrals?				8 100.0%		
5. Providing liaison between school and community?			4 50.0%	4 50.0%		
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?			4 50.0%	4 50.0%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Require	No Response
During the 1967-68 school year, how valuable have the services of the Teacher Aides been to the staff in: 1. Performing various clerical tasks (taking roll, etc.)?			2 25.0%	6 75.0%		
2. Preparing materials (displays, bulletin boards, etc.)?			2 25.0%	6 75.0%		
3. Supervising individual and small group activities?			2 25.0%	6 75.0%		
4. Encouraging students to communicate orally?		2 25.0%	4 50.0%	2 25.0%		
5. Guiding pupils through example, redirection and speech?		1 12.5%	5 62.5%	2 25.0%		
6. Encouraging correct pupil usage of materials?		2 25.0%	4 50.0%	2 25.0%		
7. Assisting in the use of equipment and supplies?		1 12.5%	2 25.0%	5 62.5%		
8. Increasing communication between the home and the school?			2 25.0%	6 75.0%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to the staff in: 1. Supplementing their efforts to improve student reading and language skills?			4 50.0%	4 50.0%		
2. Stimulating general pupil interest and curiosity?			5 62.5%	3 37.5%		
3. Providing first-hand student contact with common objects and materials not found in the home?		1 12.5%	4 50.0%	3 37.5%		
4. Producing noticeable changes in student attitudes toward school?		1 12.5%	5 62.5%	2 25.0%		

1. During the 1967-68 school year, did any classes participate in any On-Site Cultural Enrichment Activities? [6] Yes [1] No
No Response- 1 12.5% 75.0% 12.5%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to students in: 2. Stimulating student interest in the arts and other cultural activities?		1 16.7%	3 50.0%	2 33.3%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?		1 16.7%	2 33.3%	2 33.3%	1 16.7%	
4. Providing needed student experiential background for increased perceptual and intellectual development?		1 16.7%	3 50.0%	2 33.3%		
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?			3 50.0%	3 50.0%		

1. During the 1967-68 school year, did any classes participate in any Cultural Enrichment Study Tours? [1] NR [7] Yes ☐ No
12.5% 87.5%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to students in: 2. Stimulating student interest in the arts and other cultural activities?			4 57.1%	3 42.9%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?		1 14.3%	3 42.9%	3 42.9%		
4. Providing needed student experiential background for increased perceptual and intellectual development?			3 42.9%	4 57.1%		
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?			3 42.9%	4 57.1%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to the staff in: 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?		3 37.5%	3 37.5%	1 12.5%	1 12.5%	
2. Developing greater proficiency in the use of new instructional materials and equipment?		2 25.0%	4 50.0%	1 12.5%	1 12.5%	
3. Providing opportunities to observe new teaching techniques?		3 37.5%	3 37.5%	1 12.5%	1 12.5%	
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?		2 25.0%	4 50.0%	1 12.5%	1 12.5%	

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to the staff in: 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?		2 25.0%	4 50.0%	2 25.0%		
2. Developing greater proficiency in the use of new instructional materials and equipment?		1 12.5%	4 50.0%	3 37.5%		
3. Providing opportunities to observe new teaching techniques?	1 12.5%	1 12.5%	4 50.0%	2 25.0%		
4. Providing opportunities for the exchange and/or development of successful ideas?		1 12.5%	2 25.0%	4 50.0%	1 12.5%	

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in:						
1. Reducing student/teacher ratios?			4 50.0%	4 50.0%		
2. Providing greater opportunities to identify and/or diagnose early learning problems?			3 37.5%	5 67.5%		
3. Increasing opportunities for individualized instruction?		1 12.5%	4 50.0%	3 37.5%		
4. Raising student achievement levels as measured by standardized test scores?	1 12.5%	2 25.0%	4 50.0%	1 12.5%		
5. Improving individual student adjustment?			7 87.5%	1 12.5%		
6. Producing noticeable positive changes in pupil attitudes?	1 12.5%	2 25.0%	3 37.5%	2 25.0%		
7. Improving student attendance patterns?	1 12.5%	3 37.5%	2 25.0%	1 12.5%		1 12.5%
8. Reducing the number of major discipline referrals (fighting, etc.)?		3 37.5%	3 37.5%	2 25.0%		
9. Reducing the number of minor classroom rule infractions?		2 25.0%	5 67.5%	1 12.5%		
10. Improving teacher classroom control and management?		2 25.0%	3 37.5%	3 37.5%		
11. Increasing parent awareness and understanding of the nature of school programs?		2 25.0%	5 67.5%	1 12.5%		
12. Improving teacher morale?		2 25.0%	5 67.5%	1 12.5%		

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	**No Response**
SERVICES INVOLVING: 1. Classroom Teachers to Reduce Teacher-Pupil Ratio		3 37.5%	5 67.5%		
2. Remedial Reading Workshop		1 12.5%	7 87.5%		
3. Research Department Psychologist		5 67.5%	3 37.5%		
4. Consultant in Individual Guidance		2 25.0%	6 75.0%		
5. Teacher Assistant in Reading Development		2 25.0%	6 75.0%		
6. School Librarian		5 67.5%	3 37.5%		
7. School Nurse		3 37.5%	5 67.5%		
8. Teacher Aides		6 75.0%	2 25.0%		
9. Instructional Equipment, Books and Supplies		4 50.0%	3 37.5%		1 12.5%
10. Cultural Enrichment Activities - On-Site		3 37.5%	5 67.5%		
11. Cultural Enrichment Activities - Study Tours		3 37.5%	5 67.5%		
12. Inservice Activities - Centrally Organized by District ESEA Office	1 12.5%	1 12.5%	5 67.5%		1 12.5%
13. Inservice Activities - On-Site			8 100.0%		

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths:

Weaknesses:

Suggestions for Improvements:

Other:

FMM:im
4/8/68

ELEMENTARY PRINCIPAL QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

School SB 28

Total 6

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions.

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for the staff to:						
1. Devote more time to group reading and language instruction and development?			4 66.7%	2 33.3%		
2. Provide for more meaningful oral reading practice?		1 16.7%	3 50.0%	2 33.3%		
3. Provide for more meaningful oral language activities?		1 16.7%	3 50.0%	1 16.7%		1 16.7%
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?			4 66.7%	2 33.3%		
5. Provide more assistance to selected students who need remedial help?			4 66.7%	2 33.3%		
6. Provide more assistance to selected students who need enrichment activities?		2 33.3%	2 33.3%	2 33.3%		
7. Devote more time to classroom preparation?	1 16.7%	1 16.7%	3 50.0%	1 16.7%		

Please check the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel the Reduced Class Size has had in:						
1. Providing greater opportunities to identify and/or diagnose early learning problems?			4 66.7%	2 33.3%		
2. Increasing opportunities for individualized instruction?			3 50.0%	3 50.0%		
3. Raising student achievement levels?		1 16.7%	4 66.7%		1 16.7%	
4. Improving individual student adjustment?		2 33.3%	3 50.0%	1 16.7%		
5. Producing noticeable positive changes in pupil attitudes?		2 33.3%	3 50.0%	1 16.7%		
6. Improving student attendance patterns?		3 50.0%	2 33.3%		1 16.7%	
7. Reducing the number of major discipline referrals (fighting, etc.)?		2 33.3%	3 50.0%	1 16.7%		
8. Reducing the number of minor classroom rule infractions?		2 33.3%	2 33.3%	2 33.3%		
9. Improving classroom control and management?		1 16.7%	2 33.3%	2 33.3%	1 16.7%	
10. Increasing parent awareness and understanding of the nature of school programs?		3 50.0%	2 33.3%	1 16.7%		
11. Improving teacher morale?			1 16.7%	5 83.3%		

FMM:im
4/8/68

ESEA

ELEMENTARY TEACHER QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

Please check one of the following categories to indicate your teaching assignment:

- ☐ Regular classroom teacher participating in the 3-on-2 Plan
- ☐ Swing teacher participating in the 3-on-2 Plan
- ☐ Regular classroom teacher participating in the 5-on-4 Plan
- ☐ Swing teacher participating in the 5-on-4 Plan
- ☒ Regular classroom teacher not participating in either Plan

School ESEA

Grade Kindergarten

Total 15

Please indicate the number of years you have taught in an ESEA school. (The ESEA Program began in February, 1966).

5 Less than 1 year 33.3%   ☐ 1 year   ☐ 1½ years   3 2 years 20.0%   7 2½ years 46.7%

Regardless of your teaching assignment, please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in: 1. Increasing pupil confidence, motivation and interest in reading?			5 33.3%	6 40.0%	4 26.7%	
2. Giving added meaning and purpose to reading and language instructional activities?			4 26.7%	8 53.3%	3 20.0%	
3. Increasing student abilities to analyze, decode and comprehend printed or written words?			5 33.3%	3 20.0%	7 46.7%	
4. Improving student skills in oral expression?			5 33.3%	7 46.7%	3 20.0%	
5. Increasing student abilities in written expression?	1 6.7%		1 6.7%	1 6.7%	12 80.0%	
6. Improving student understanding and interest in other academic and non-academic areas?			6 40.0%	4 26.7%	5 33.3%	

APPENDIX I-B-6

1. Are you a Regular or Swing Teacher participating in the 3-on-2 Teaching Plan? ☐ Yes ☒ 15 No
100.0%

If your answer to Question No. 1 is Yes, please respond to Questions Nos. 2 to 5 below.

2. Approximately how long have you participated in the 3-on-2 Plan? ☐ Less than 1 year ☐ 1 to 2 years ☐ More than 2 years	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Re-sponse
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 3-on-2 Teaching Plan during the 1967-68 school year has increased opportunities for you to: 3. Devote more time to group reading and language instruction and development?						
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?						
5. Devote more time to classroom preparation?						

1. Are you a Regular or Swing Teacher participating in the 5-on-4 Teaching Plan? ☐ Yes ☒ 15 No
100.0%

If your answer to Question No. 1 is Yes, please respond to Questions Nos. 2 to 5 below.

2. Approximately how long have you participated in the 5-on-4 Plan? ☐ Less than 1 year ☐ 1 to 2 years ☐ More than 2 years	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Re-sponse
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 5-on-4 Teaching Plan during the 1967-68 school year has increased opportunities for you to: 3. Devote more time to group reading and language instruction and development?						
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?						
5. Devote more time to classroom preparation?						

1. During the 1967-68 school year, have any of your students attended the Remedial Reading Workshop? ☐ Yes ☒15 No 100.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below.	No Value	Little Value	Some Value	Much Value	Don't Know	**No Response**
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in:						
2. Increasing pupil motivation and interest in reading and language?						
3. Improving student skills either in reading or oral expression?						
4. Increasing comprehension in all types of silent reading?						
5. Improving student reading and language skills to a point which enables participation in regular classroom instruction?						
6. Meeting the needs of numbers of students who should be involved in the remedial reading program?						

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? ☒6 Yes 40.0% ☒9 No 60.0%
2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? ☒4 Yes 26.7% ☒10 No 66.7% ☒1 NR 6.7%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? ☒2 Yes 50.0% ☐ No ☒2 NR 50.0%	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful has the Research Department Psychologist been to you in:						
4. Providing aid in the early diagnosis of learning problems?			2 50.0%	1 25.0%	1 25.0%	
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	3 75.0%				1 25.0%	
6. Assisting in the evaluation of social and educational adjustment of pupils?			3 75.0%	1 25.0%		
7. Assisting with the evaluation of high and low potential students?		1 25.0%	3 75.0%			
8. Providing follow-up information on testing services?	1 25.0%		2 50.0%	1 25.0%		

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? ☐ 11 Yes 73.3% ☐ 4 No 26.7%

2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? ☐ 9 Yes 60.0% ☐ 4 No 26.7% No Response -2 13.3%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below.

3. Would you have liked more assistance from the Consultant in Individual Guidance? ☐ 6 Yes 66.7% ☐ 2 No 22.2% ☐ 1 11.1%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to you in: 4. Assisting you to understand children's behavior?		1 11.1%	5 55.6%	3 33.3%		
5. Assisting with the development of special plans or programming for individual children in your class?	2 22.2%	2 22.2%	2 22.2%	3 33.3%		
6. Channeling students' efforts toward better achievement and behavior?		3 33.3%	3 33.3%	2 22.2%	1 11.1%	
7. Helping you to feel more secure or comfortable working with children?	1 11.1%	1 11.1%	2 22.2%	3 33.3%	1 11.1%	1 11.1%
8. Facilitating communication with hard-to-reach parents?	2 22.2%	1 11.1%	1 11.1%	1 11.1%	3 33.3%	1 11.1%
9. Securing helpful community services?	2 22.2%		4 44.4%		3 33.3%	

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has (have) the TARD(s) assigned to your school been to you in: 1. Coordinating the continued development of the reading and language program?	2 13.3%		4 26.7%	7 46.7%		2 13.3%
2. Providing assistance in instructional group planning?	3 20.0%		1 6.7%	8 53.3%	2 13.3%	1 6.7%
3. Providing new instructional approaches and teaching techniques?	2 13.3%	1 6.7%	1 6.7%	10 66.7%		1 6.7%
4. Providing direct school-site inservice experiences?	5 33.3%		2 13.3%	6 40.0%		2 13.3%
5. Coordinating the services of the teacher aides?	1 6.7%	2 13.3%	4 26.7%	7 46.7%		1 6.7%
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	2 13.3%	1 6.7%	3 20.0%	2 13.3%	6 40.0%	1 6.7%

1. During the 1967-68 school year, did you receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)? 1 NR 6.7% 9 Full Time 60.0% 5 Part Time 33.3%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the Services of the School Librarian been to you in:						
2. Increasing student use of the library?	1 6.7%	3 20.0%	1 6.7%	10 66.7%		
3. Increasing the availability of the library for individual, group and class use?	1 6.7%	1 6.7%	3 20.0%	10 66.7%		
4. Providing library assistance to students with special interests and needs?	3 20.0%	2 13.3%	2 13.3%	7 46.7%		1 6.7%
5. Developing student library skills appropriate for the scope of students' abilities at your particular grade level?	2 13.3%	3 20.0%	4 26.7%	5 33.3%	1 6.7%	
6. Providing library resource information and/or materials to supplement your particular curriculum area?		1 6.7%	2 13.3%	12 80.0%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the Services of the School Nurse been to you in:						
1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)			3 20.0%	11 73.3%	1 6.7%	
2. Assisting students to receive needed health services within the school?			1 6.7%	13 86.7%	1 6.7%	
3. Providing visual and auditory screening services to students?	1 6.7%		3 20.0%	10 66.7%	1 6.7%	
4. Following up with parents on student health recommendations and referrals?			1 6.7%	12 80.0%	2 13.3%	
5. Providing liaison between school and community?				13 86.7%	2 13.3%	
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?	1 6.7%	2 13.3%		11 73.3%	1 6.7%	

1. During the 1967-68 school year, did you have a Teacher Aide(s) under your direct supervision? 15 Yes 100.0% ☐ No

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 9 below:	No Value	Little Value	Some Value	Much Value	Don't Require	No Response
During the 1967-68 school year, how valuable have the services of your Teacher Aide(s) been to you in: 2. Performing various clerical tasks (taking roll, etc.)?	1 6.7%		4 26.7%	9 60.0%	1 6.7%	
3. Preparing materials (displays, bulletin boards, etc.)?	1 6.7%	2 13.3%	1 6.7%	11 73.3%		
4. Supervising individual and small group activities?		1 6.7%	3 20.0%	11 73.3%		
5. Encouraging students to communicate orally?		2 13.3%	6 40.0%	7 46.7%		
6. Guiding pupils through example, redirection and speech?	1 6.7%	1 6.7%	8 53.3%	5 33.3%		
7. Encouraging correct pupil usage of materials?		1 6.7%	1 6.7%	13 86.7%		
8. Assisting in the use of equipment and supplies?	1 6.7%		1 6.7%	13 86.7%		
9. Increasing communication between the home and the school?	1 6.7%	3 20.0%	6 40.0%	4 26.7%		1 6.7%

1. During the 1967-68 school year, have you been able to identify ESEA Instructional Equipment, Books and Supplies from District Equipment, Books and Supplies: 1 NR 6.7% 9 Yes 60.0% 5 No 33.3%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to you in: 2. Supplementing your efforts to improve student reading and language skills?			2 22.2%	6 66.7%		1 11.1%
3. Stimulating general pupil interest and curiosity?			3 33.3%	5 55.6%		1 11.1%
4. Providing first-hand student contact with common objects and materials not found in the home?			4 44.4	4 44.4%		1 11.1%
5. Producing noticeable changes in student attitudes toward school?	1 11.1%	2 22.2%	3 33.3%	1 11.1%	1 11.1%	1 11.1%

1. During the 1967-68 school year, did your class participate in any On-Site Cultural Enrichment Activities? 12 Yes 3 No
80.0% 20.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	**No Response**
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to your students in: 2. Stimulating student interest in the arts and other cultural activities?	1 8.3%		7 58.3%	4 33.3%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?	2 16.7%		5 41.6%	5 41.6%		
4. Providing needed student experiential background for increased perceptual and intellectual development?		1 8.3%	5 41.6%	6 50.0%		
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?		2 16.7%	5 41.6%	5 41.6%	?	

1. During the 1967-68 school year, did your class participate in any Cultural Enrichment Study Tours? 2 NR 12 Yes 1 No
3.9% 94.1% 2%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	**No Response**
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to your students in: 2. Stimulating student interest in the arts and other cultural activities?			4 33.3%	7 58.3%	1 8.3%	
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?			2 16.7%	9 75.0%	1 8.3%	
4. Providing needed student experiential background for increased perceptual and intellectual development?			2 16.7%	10 83.3%		
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?		1 8.3%		11 91.7%		

1. During the 1967-68 school year, did you participate in any Inservice Activities Organized by the District ESEA office? 9 Yes 60.0% 6 No 40.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to you in: 2. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	**2 22.2%**	**1 11.1%**	**3 33.3%**	**2 22.2%**		**1 11.1%**
3. Developing greater proficiency in the use of new instructional materials and equipment?	**2 22.2%**	**2 22.2%**	**2 22.2%**	**1 11.1%**		**2 22.2%**
4. Providing opportunities to observe new teaching techniques?	**1 11.1%**	**1 11.1%**	**4 44.4%**	**1 11.1%**		**2 22.2%**
5. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	**2 22.2%**		**4 44.4%**	**2 22.2%**		**1 11.1%**

1. During the 1967-68 school year, did you participate in the planning of any School-Site Inservice Activities? 1 NR 6.7% 5 Yes 33.3% 9 No 60.0%

2. During the 1967-68 school year, did you attend any School-Site Inservice Meetings? 13 Yes 86.7% 2 No 13.3%

If your answer to Question No. 2 is Yes, please check the appropriate box at the right in answer to Questions Nos. 3 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to you in: 3. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	**1 7.7%**	**2 15.4%**	**5 38.5%**	**4 30.8%**		**1 7.7%**
4. Developing greater proficiency in the use of new instructional materials and equipment?	**1 7.7%**	**1 7.7%**	**4 30.8%**	**5 38.5%**		**2 15.4%**
5. Providing opportunities to observe new teaching techniques?	**3 23.1%**		**4 30.8%**	**5 38.5%**		**1 7.7%**
6. Providing opportunities for the exchange and/or development of successful ideas?	**1 7.7%**	**2 15.4%**	**4 30.8%**	**5 38.5%**		**1 7.7%**

APPENDIX I-B-6

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in: 1. Reducing student/teacher ratios?	1 9.1%	1 9.1%	3 27.3%	4 36.4%	2 18.2%	
2. Providing greater opportunities to identify and/or diagnose early learning problems?		1 9.1%	5 45.5%	5 45.5%		
3. Increasing opportunities for individualized instruction?			6 54.5%	5 45.5%		
4. Raising student achievement levels as measured by standardized test scores?			3 27.3%	1 9.1%	5 45.5%	2 18.2%
5. Improving individual student adjustment?		1 9.1%	7 63.6%	2 18.2%	1 9.1%	
6. Producing noticeable positive changes in pupil attitudes?		2 18.2%	4 36.4%	2 18.2%	2 18.2%	1 9.1%
7. Improving student attendance patterns?	1 9.1%	1 9.1%	3 27.3%	2 18.2%	4 36.4%	
8. Reducing the number of major discipline referrals (fighting, etc.)?		1 9.1%	3 27.3%	2 18.2%	4 36.4%	1 9.1%
9. Reducing the number of minor classroom rule infractions?		1 9.1%	6 54.5%	2 18.2%	1 9.1%	1 9.1%
10. Improving teacher classroom control and management?	1 9.1%		4 36.4%	5 45.5%	1 9.1%	
11. Increasing parent awareness and understanding of the nature of school programs?		1 9.1%	5 45.5%	4 36.4%	1 9.1%	
12. Improving teacher morale?		1 9.1%	6 54.5%	4 36.4%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the program of music instruction been to you in: 1. Increasing the development of individual and group musical skills and understandings?	1 25.0%		2 50.0%		1 25.0%	
2. Increasing student interest in an appreciation of music?		1 25.0%	2 50.0%		1 25.0%	
3. Increasing opportunities for student self-expression through music?		1 25.0%	2 50.0%		1 25.0%	
4. Providing students with a rich variety of musical experiences?	1 25.0%			2 50.0%	1 25.0%	
5. Providing opportunities to integrate music with other curriculum areas of instruction?	1 25.0%	2 50.0%			1 25.0%	

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the departmentalized program of physical education instruction been to your students in: 1. Increasing the development of individual and group physical skills?	1 25.0%				2 50.0%	1 25.0%
2. Increasing the development of desirable mental concepts and standards of student behavior?	1 25.0%				2 50.0%	1 25.0%
3. Providing a variety of physical and rhythmical activities adjusted to individual and/or group needs and interests?	1 25.0%				2 50.0%	1 25.0%
4. Increasing student emotional adjustment and stability within the classroom?	1 25.0%				2 50.0%	1 25.0%
5. Increasing student self-control and cooperation on the playground?	1 25.0%				2 50.0%	1 25.0%

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	**No Response**
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		3 27.3%	6 54.5%	2 18.2%	
2. Remedial Reading Workshop		2 18.2%	4 36.4%	5 45.5%	
3. Research Department Psychologist		4 36.4%	6 54.5%	1 9.1%	
4. Consultant in Individual Guidance		5 45.5%	6 54.5%		
5. Teacher Assistant in Reading Development		4 36.4%	2 18.2%	2 18.2%	3 27.3%
6. School Librarian		8 72.7%	3 27.3%		
7. School Nurse		7 63.6%	4 36.4%		
8. Teacher Aides		9 81.8%	2 18.2%		
9. Instructional Equipment, Books and Supplies		3 27.3%	6 54.5%	1 9.1%	1 9.1%
10. Cultural Enrichment Activities - On-Site		3 27.3%	8 72.7%		
11. Cultural Enrichment Activities - Study Tours		5 45.5%	6 54.5%		
12. Inservice Activities - Centrally Organized by District ESEA Office	1 9.1%	3 27.3%	5 45.5%	2 18.2%	
13. Inservice Activities - On-Site	1 9.1%	4 36.4%	4 36.4%	2 18.2%	

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Conference-Planning Period at your school been to you in: 1. Providing additional time for reading and language instructional group planning?					2 50.0%	2 50.0%
2. Providing additional time for reading and language team planning?					2 50.0%	2 50.0%
3. Providing additional time for classroom preparation?					2 50.0%	2 50.0%
4. Increasing opportunities for the exchange and/or observation of successful teaching methods and techniques?					2 50.0%	2 50.0%
5. Improving individual pupil adjustment and achievement?					2 50.0%	2 50.0%

Please check the appropriate box at the right.	One TARD All Grade Levels	More Than One TARD-Specific Grade Levels	Both Plans Equally Effective	Don't Know	No Response
In comparing the assistance of one TARD at all grade levels with one or more TARD's at specific circuit levels, which plan do you think is more effective in: 1. Coordinating the development of the reading and language program?		2 50.0%	1 25.0%		1 25.0%
2. Providing assistance in instructional group planning?		2 50.0%	1 25.0%		1 25.0%
3. Providing new instructional approaches and teaching techniques?		2 50.0%	1 25.0%		1 25.0%
4. Providing direct school-site inservice experiences?		3 75.0%			1 25.0%
5. Coordinating the services of the teacher aides?		3 75.0%			1 25.0%
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?		3 75.0%			1 25.0%

APPENDIX I-B-6

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths: ____________________

Weaknesses: ____________________

Suggestions for Improvements: ____________________

Other: ____________________

FMM:im
4/8/68

ESEA-SB 28

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY TEACHER QUESTIONNAIRE

School ESEA-SB28

Grade Kindergarten

Total 12

Please indicate the number of years you have taught in an ESEA school
(The ESEA Program began in February, 1966.)

$\boxed{4}$ Less than 1 year 33.3% $\boxed{1}$ 1 year 8.3%   ☐ 1½ years $\boxed{4}$ 2 years 33.3% $\boxed{3}$ 2½ years 25.0%

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in: 1. Increasing pupil confidence, motivation and interest in reading?			1 8.3%	9 75.0%	2 16.7%	
2. Giving added meaning and purpose to reading and language instructional activities?			2 16.7%	9 75.0%	1 8.3%	
3. Increasing student abilities to analyze, decode and comprehend printed or written words?				5 41.7%	6 50.0%	1 8.3%
4. Improving student skills in oral expression?			3 25.0%	8 66.7%	1 8.3%	
5. Increasing student abilities in written expression?			2 16.7%	1 8.3%	9 75.0%	
6. Improving student understanding and interest in other academic and non-academic areas?			4 33.3%	4 33.3%	4 33.3%	

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for you to: 1. Devote more time to group reading and language instruction and development?		1 8.3%	2 16.7%	7 58.3%	2 16.7%	
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?			4 33.3%	6 50.0%	2 16.7%	
3. Devote more time to classroom preparation?			3 25.0%	8 66.7%	1 8.3%	

1. Were you a member of an ESEA 3-on-2 Team of Teachers at any time during or after the 1965-66 School Year? ☐ Yes 12 No

2. Were you a member of an ESEA 5-on-4 Team of Teachers at any time during or after the 1965-66 School Year? ☐ Yes 12 No

If your answer is Yes to either or both of the questions above, please check the appropriate box at the right in answer to Questions Nos. 3 to 5 below:	Reduced Class Size	Teams of Teachers	Both Plans Equally Effective	
In comparing the Reduced Class Size with Teams of Teachers (either the 3-on-2 Team or the 5-on-4 Team), which plan (Reduced Class Size or Teams of Teachers) do you feel has provided the greatest opportunities to: 3. Devote more time to group reading and language instruction and development?				
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?				
5. Devote more time to classroom preparation?				

1. During the 1967-68 school year, have any of your students attended the Remedial Reading Workshop? ☐ Yes ☒ 11 No 91.7% No Response -1 8.3%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in: 2. Increasing pupil motivation and interest in reading and language?						
3. Improving student skills either in reading or oral expression?						
4. Increasing comprehension in all types of silent reading?						
5. Improving student reading and language skills to a point which enables participation in regular classroom instruction?						
6. Meeting the needs of numbers of students who should be involved in the remedial reading program?						

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? ☒ 5 Yes 41.7% ☒ 6 No 50.0% No Response -1 8.3%
2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? ☒ 6 Yes 50.0% ☒ 4 No 33.3% No Response- 2 16.7%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? ☒ 3 Yes 50.0% ☒ 1 No 16.7% ☒ 1 NR 16.7%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to you in: 4. Providing aid in the early diagnosis of learning problems?	1 16.7%		4 66.7%	1 16.7%		
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	2 33.3%	2 33.3%	1 16.7%	1 16.7%		
6. Assisting in the evaluation of social and educational adjustment of pupils?	2 33.3%	1 16.7%	2 33.3%	1 16.7%		
7. Assisting with the evaluation of high and low potential students?	4 66.7%		1 16.7%	1 16.7%		
8. Providing follow-up information on testing services?	4 66.7%	1 16.7%		1 16.7%		

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? ☐4 Yes 33.3% ☐8 No 66.7%

2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? ☐2 Yes 16.7% ☐7 No 58.3% No Response 3 25.0%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below:

	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
3. Would you have [illegible]ked more assistance from the Consultant in [illegible]ividual Guidance? 100.0% ☐2 Yes ☐ No						
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to you in:						
4. Assisting you to understand children's behavior?				2 100.0%		
5. Assisting with the development of special plans or programming for individual children in your class?				1 50.0%		1 50.0%
6. Channeling students' efforts toward better achievement and behavior?			1 50.0%	1 50.0%		
7. Helping you to feel more secure or comfortable working with children?			1 50.0%	1 50.0%		
8. Facilitating communication with hard-to-reach parents?		1 50.0%				1 50.0%
9. Securing helpful community services?				1 50.0%		1 50.0%

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
During the 1967-68 school year, how helpful has (have) the TARD(s) assigned to your school been to you in:						
1. Coordinating the continued development of the reading and language program?	1 8.3%	1 8.3%	4 33.3%	6 50.0%		
2. Providing assistance in instructional group planning?	1 8.3%	2 16.7%	7 58.3%	2 16.7%		
3. Providing new instructional approaches and teaching techniques?	1 8.3%	1 8.3%	5 41.7%	5 41.7%		
4. Providing direct school-site inservice experiences?	1 8.3%	2 16.7%	3 25.0%	5 41.7%		1 8.3%
5. Coordinating the services of the teacher aides?		2 16.7%	1 8.3%	8 66.7%	1 8.3%	
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	2 16.7%	2 16.7%	2 16.7%	5 41.7%		1 8.3%

1. During the 1967-68 school year, did you receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)? 6 Full Time 50.0% 6 Part Time 50.0%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Librarian been to you in:						
2. Increasing student use of the library?		1 8.3%	3 25.0%	7 58.3%	1 8.3%	
3. Increasing the availability of the library for individual, group and class use?	1 8.3%		2 16.7%	8 66.7%	1 8.3%	
4. Providing library assistance to students with special interests and needs?	2 16.7%	1 8.3%	3 25.0%	3 25.0%	2 16.7	1 8.3%
5. Developing student library skills appropriate for the scope of students' abilities at your particular grade level?	2 16.7%	2 16.7%	1 8.3%	5 41.7%	1 8.3%	1 8.3%
6. Providing library resource information and/or materials to supplement your particular curriculum area?		1 8.3%	2 16.7%	9 75.0%		
Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Nurse been to you in:						
1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)			1 8.3%	10 83.3%		1 8.3%
2. Assisting students to receive needed health services within the school?			1 8.3%	10 83.3%		1 8.3%
3. Providing visual and auditory screening services to students?	1 8.3%		2 16.7%	8 66.7%		1 8.3%
4. Following up with parents on student health recommendations and referrals?			2 16.7%	9 75.0%		1 8.3%
5. Providing liaison between school and community?			1 8.3%	8 66.7%	1 8.3%	2 16.7%
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?	1 8.3%	2 16.7%	2 16.7%	6 50.0%		1 8.3%

1. During the 1967-68 school year, did you have a Teacher Aide(s) under your direct supervision? 1 NR 8.3% 11 Yes 91.7% ☐ No

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 9 below:	No Value	Little Value	Some Value	Much Value	Don't Require	No Response
During the 1967-68 school year, how valuable have the services of your Teacher Aide(s) been to you in: 2. Performing various clerical tasks (taking roll, etc.)?	1 9.1%		2 18.2%	6 54.5%	2 18.2%	
3. Preparing materials (displays, bulletin boards, etc.)?		2 18.2%		9 81.8%		
4. Supervising individual and small group activities?		2 18.2%	2 18.2%	7 63.6%		
5. Encouraging students to communicate orally?	2 18.2%	2 18.2%		7 63.6%		
6. Guiding pupils through example, redirection and speech?	4 36.4%		4 36.4%	3 27.3%		
7. Encouraging correct pupil usage of materials?		4 36.4%		7 63.6%		
8. Assisting in the use of equipment and supplies?		2 18.2%	2 18.2%	7 63.6%		
9. Increasing communication between the home and the school?	2 18.2%	1 9.1%		8 72.7%		

1. During the 1967-68 school year, have you been able to identify ESEA Instructional Equipment, Books and Supplies from District Equipment, Books and Supplies: 3 25.0% 6 Yes 50.0% 3 No 25.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to you in: 2. Supplementing your efforts to improve student reading and language skills?				6 100.0%		
3. Stimulating general pupil interest and curiosity?				6 100.0%		
4. Providing first-hand student contact with common objects and materials not found in the home?			1 16.7%	5 83.3%		
5. Producing noticeable changes in student attitudes toward school?		1 16.7%	1 16.7%	2 33.3%	2 33.3%	

1. During the 1967-68 school year, did your class participate in any On-Site Cultural Enrichment Activities? ☐ 10 Yes 83.3% ☐ 2 No 16.7%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to your students in:						
2. Stimulating student interest in the arts and other cultural activities?		1 10.0%	5 50.0%	4 40.0%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?		1 10.0%	5 50.0%	3 30.0%	1 10.0%	
4. Providing needed student experiential background for increased perceptual and intellectual development?			2 20.0%	7 70.0%	1 10.0%	
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?			6 60.0%	3 30.0%	1 10.0%	

1. During the 1967-68 school year, did your class participate in any Cultural Enrichment Study Tours? ☐ 1 NR 8.3% ☐ 11 Yes 91.7% ☐ No

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to your students in:						
2. Stimulating student interest in the arts and other cultural activities?		1 9.1%	3 27.3%	7 63.6%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?			6 54.5%	3 27.3%	2 18.2%	
4. Providing needed student experiential background for increased perceptual and intellectual development?			4 36.4%	7 63.6%		
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?			3 27.3%	8 72.7%		

1. During the 1967-68 school year, did you participate in any Inservice Activities Organized by the District ESEA office? 2 NR 16.7% 5 Yes 41.7% 5 No 41.7%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to you in: 2. Providing opportunities to examine, evaluate and select new instructional materials and equipment?			3 60.0%	2 40.0%		
3. Developing greater proficiency in the use of new instructional materials and equipment?		2 40.0%	1 20.0%	2 40.0%		
4. Providing opportunities to observe new teaching techniques?	1 20.0%	2 40.0%	1 20.0%	1 20.0%		
5. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?			3 60.0%	2 40.0%		

1. During the 1967-68 school year, did you participate in the planning of any School-Site Inservice Activities? ☐ NR 3 Yes 25.0% 9 No 75.0%

2. During the 1967-68 school year, did you attend any School-Site Inservice Meetings? 2 NR 16.7% 6 Yes 50.0% 4 No 33.3%

If your answer to Question No. 2 is Yes, please check the appropriate box at the right in answer to Questions Nos. 3 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to you in: 3. Providing opportunities to examine, evaluate and select new instructional materials and equipment?			2 33.3%	4 66.7%		
4. Developing greater proficiency in the use of new instructional materials and equipment?			3 50.0%	3 50.0%		
5. Providing opportunities to observe new teaching techniques?	1 16.7%	1 16.7%	1 16.7%	3 50.0%		
6. Providing opportunities for the exchange and/or development of successful ideas?			3 50.0%	3 50.0%		

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in:						
1. Reducing student/teacher ratios?		1 8.3%	6 50.0%	5 41.7%		
2. Providing greater opportunities to identify and/or diagnose early learning problems?		1 8.3%	4 33.3%	7 58.3%		
3. Increasing opportunities for individualized instruction?		1 8.3%	5 41.7%	6 50.0%		
4. Raising student achievement levels as measured by standardized test scores?		1 8.3%	3 25.0%	3 25.0%	5 41.7%	
5. Improving individual student adjustment?		1 8.3%	5 41.7%	3 25.0%	2 16.7%	1 8.3%
6. Producing noticeable positive changes in pupil attitudes?		2 16.7%	4 33.3%	4 33.3%	2 16.7%	
7. Improving student attendance patterns?	2 16.7%		4 33.3%	2 16.7%	4 33.3%	
8. Reducing the number of major discipline referrals (fighting, etc.)?	2 16.7%		2 16.7%	3 25.0%	5 41.7%	
9. Reducing the number of minor classroom rule infractions?	1 8.3%	1 8.3%	3 25.0%	2 16.7%	5 41.7%	
10. Improving teacher classroom control and management?	1 8.3%	1 8.3%	4 33.3%	6 50.0%		
11. Increasing parent awareness and understanding of the nature of school programs?	1 8.3%		7 58.3%	4 33.3%		
12. Improving teacher morale?	1 8.3%		6 50.0%	5 41.7%		

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		5 41.7%	6 50.0%	1 8.3%	
2. Remedial Reading Workshop			7 58.3%	5 41.7%	
3. Research Department Psychologist		1 8.3%	5 41.7%	5 41.7%	1 8.3%
4. Consultant in Individual Guidance		2 16.7%	6 50.0%	4 33.3%	
5. Teacher Assistant in Reading Development		5 41.7%	3 25.0%	3 25.0%	1 8.3%
6. School Librarian		10 83.3%	2 16.7%		
7. School Nurse		8 66.7%	4 33.3%		
8. Teacher Aides		10 83.3%	2 16.7%		
9. Instructional Equipment, Books and Supplies		1 8.3%	7 58.3%	4 33.3%	
10. Cultural Enrichment Activities - On-Site		3 25.0%	6 50.0%	2 16.7%	1 8.3%
11. Cultural Enrichment Activities - Study Tours		6 50.0%	4 33.3%	2 16.7%	
12. Inservice Activities - Centrally Organized by District ESEA Office		1 8.3%	7 58.3%	4 33.3%	
13. Inservice Activities - On-Site		3 25.0%	5 41.7%	3 25.0%	1 8.3%

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths:

Weaknesses:

Suggestions for Improvements:

Other:

FMM:im
4/8/68

OAKLAND PUBLIC SCHOOLS
Research Department

SB 28

ELEMENTARY TEACHER QUESTIONNAIRE

School SB 28

Grade **Kindergarten**

Total 13

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for you to:						
1. Devote more time to group reading and language instruction and development?		1 7.7%	4 30.8%	6 46.2%	2 15.4%	
2. Provide for more meaningful oral reading practice?	1 7.7%		1 7.7%	6 46.2%	2 15.4%	3 23.1%
3. Provide for more meaningful oral language activities?		1 7.7%	2 15.4%	9 69.2%		1 7.7%
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?				9 69.2%	3 23.1%	1 7.7%
5. Provide more assistance to selected students who need remedial help?		2 15.4%	5 38.5%	4 30.8%	1 7.7%	1 7.7%
6. Provide more assistance to selected students who need enrichment activities?		2 15.4%	5 38.5%	5 38.5%	1 7.7%	
7. Devote more time to classroom preparation?	3 23.1%	1 7.7%	3 23.1%	5 38.5%	1 7.7%	

Please check the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Re-sponse
What effect do you feel the Reduced Class Size has had in:						
1. Providing greater opportunities to identify and/or diagnose early learning problems?			3 23.1%	10 76.9%		
2. Increasing opportunities for individualized instruction?		1 7.7%	2 15.4%	10 76.9%		
3. Raising student achievement levels?			5 38.5%	6 46.2%	2 15.4%	
4. Improving individual student adjustment?			6 46.2%	6 46.2%	1 7.7%	
5. Producing noticeable positive changes in pupil attitudes?	1 7.7%	1 7.7%	1 7.7%	4 30.8%	4 30.8%	2 15.4%
6. Improving student attendance patterns?	1 7.7%	2 15.4%	3 23.1%	2 15.4%	5 30.5%	
7. Reducing the number of major discipline referrals (fighting, etc.)?		2 15.4%	4 30.8%	3 23.1%	4 30.8%	
8. Reducing the number of minor classroom rule infractions?		1 7.7%	6 46.2%	3 23.1%	3 23.1%	
9. Improving classroom control and management?			6 46.2%	7 53.8%		
10. Increasing parent awareness and understanding of the nature of school programs?		2 15.4%	6 46.2%	4 30.8%	1 7.7%	
11. Improving teacher morale?		1 7.7%	5 38.5%	7 53.8%		

FMM:im 4/8/68

ESEA

ELEMENTARY TEACHER QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

Please check one of the following categories
to indicate your teaching assignment:

ND{ ☒ Regular classroom teacher participating in the 3-on-2 Plan
☒ Swing teacher participating in the 3-on-2 Plan
☒ Regular classroom teacher participating in the 5-on-4 Plan
☒ Swing teacher participating in the 5-on-4 Plan
ND{ ☒ Regular classroom teacher not participating in either Plan
x **Remedial**

School ESEA
Grade 1-6
Total 106

Please indicate the number of years you have taught in an ESEA school.
(The ESEA Program began in February, 1966).

11 Less than 1 year	6 1 year	4 1½ years	18 2 years	61 2½ years	6 NR
10.4%	5.7%	3.8%	17.0%	57.5%	5.7%

Regardless of your teaching assignment, please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	**No Response**
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in:						
1. Increasing pupil confidence, motivation and interest in reading?	2 1.9%	6 5.7%	40 37.8%	56 52.8%	2 1.9%	
2. Giving added meaning and purpose to reading and language instructional activities?	2 1.9%	9 8.5%	42 39.6%	50 47.2%	3 2.8%	
3. Increasing student abilities to analyze, decode and comprehend printed or written words?	3 2.8%	7 6.6%	46 43.4%	47 44.3%	3 2.8%	
4. Improving student skills in oral expression?	3 2.8%	16 15.1%	47 44.3%	37 34.9%	3 2.8%	
5. Increasing student abilities in written expression?	2 1.9%	16 15.1%	48 45.3%	34 32.1%	4 3.8%	2 1.9%
6. Improving student understanding and interest in other academic and non-academic areas?	4 3.8%	11 10.4%	48 45.3%	37 34.9%	5 4.7%	1 0.9%

1. Are you a Regular or Swing Teacher participating in the 3-on-2 Teaching Plan? 60 Yes 56.6% 44 No 41.5% 2 NR 1.9%

If your answer to Question No. 1 is Yes, please respond to Questions Nos. 2 to 5 below.

2. Approximately how long have you participated in the 3-on-2 Plan? 1 NR 1.7% 14 Less than 1 year 23.3% 19 1 to 2 years 31.7% 26 More than 2 years 43.3%	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 3-on-2 Teaching Plan during the 1967-68 school year has increased opportunities for you to: 3. Devote more time to group reading and language instruction and development?	2 3.3%	3 5.0%	13 21.7%	38 63.3%	2 3.3%	2 3.3%
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?	4 6.7%	4 6.7%	16 26.7%	33 55.0%	2 3.3%	1 1.7%
5. Devote more time to classroom preparation?	7 11.7%	4 6.7%	20 33.3%	25 41.7%	2 3.3%	2 3.3%

1. Are you a Regular or Swing Teacher participating in the 5-on-4 Teaching Plan? 9 Yes 8.5% 77 No 72.6% 20 NR 18.9%

If your answer to Question No. 1 is Yes, please respond to Questions Nos. 2 to 5 below.

2. Approximately how long have you participated in the 5-on-4 Plan? 22.2% 2 NR 1 11.1% Less than 1 year 4 44.4% 1 to 2 years 2 22.2% More than 2 years	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 5-on-4 Teaching Plan during the 1967-68 school year has increased opportunities for you to: 3. Devote more time to group reading and language instruction and development?			2 22.2%	7 77.7%		
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?			4 44.4%	5 55.5%		
5. Devote more time to classroom preparation?	2 22.2%	1 11.1%	4 44.4%	2 22.2%		

1. During the 1967-68 school year, have any of your students attended the Remedial Reading Workshop? 35 Yes 33.0% 66 No 62.3% 5 NR 4.7%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in: 2. Increasing pupil motivation and interest in reading and language?		2 5.7%	11 31.4%	20 57.1%	1 2.9%	1 2.9%
3. Improving student skills either in reading or oral expression?		2 5.7%	13 37.1%	17 48.6%	2 5.7%	1 2.9%
4. Increasing comprehension in all types of silent reading?		3 8.6%	19 54.3%	9 25.1%	3 8.6%	1 2.9%
5. Improving student reading and language skills to a point which enables participation in regular classroom instruction?		4 11.4%	14 40.0%	14 40.0%	2 5.7%	1 2.9%
6. Meeting the needs of numbers of students who should be involved in the remedial reading program?	7 20.0%	7 20.0%	12 34.3%	5 14.3%	2 5.7%	2 5.7%

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? 59 Yes 55.7% 43 No 40.6% 4 NR 3.8%

2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? 56 Yes 52.8% 42 No 39.6% 8 NR 7.5%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? 41 Yes 73.2% 8 No 14.3% 7 NR 12.5%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to you in: 4. Providing aid in the early diagnosis of learning problems?	11 19.6%	9 16.1%	18 32.1%	15 26.8%	3 5.4%	
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	21 37.5%	8 14.3%	16 28.6%	7 12.5%	2 3.6%	2 3.6%
6. Assisting in the evaluation of social and educational adjustment of pupils?	13 23.2%	9 16.1%	20 35.7%	12 21.4%	2 3.6%	
7. Assisting with the evaluation of high and low potential students?	13 23.2%	7 12.5%	14 25.0%	19 34.0%	3 5.4%	
8. Providing follow-up information on testing services?	14 25.0%	7 12.5%	17 30.4%	16 28.6%	2 3.6%	

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? 53 Yes 50.0% 51 No 48.1% No Response -2 1.9%

2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? 50 Yes 47.2% 52 No 49.1% No Response -4 3.8%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below.

3. Would you have liked more assistance from the Consultant in Individual Guidance? 38 Yes 76.0% 4 No 8.0% 8 NR 16.0%

During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to you in:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
4. Assisting you to understand children's behavior?	8 16.0%	13 26.0%	18 36.0%	11 22.0%		
5. Assisting with the development of special plans or programming for individual children in your class?	15 30.0%	11 22.0%	14 28.0%	10 20.0%		
6. Channeling students' efforts toward better achievement and behavior?	15 30.0%	11 22.0%	12 24.0%	11 22.0%	1 2.0%	
7. Helping you to feel more secure or comfortable working with children?	14 28.0%	10 20.0%	16 32.0%	7 14.0%	2 4.0%	1 2.0%
8. Facilitating communication with hard-to-reach parents?	17 34.0%	12 24.0%	14 28.0%	2 4.0%	4 8.0%	1 2.0%
9. Securing helpful community services?	22 44.0%	9 18.0%	6 12.0%	5 10.0%	6 12.0%	2 4.0%

Please check the appropriate box at the right. During the 1967-68 school year, how helpful has (have) the TARD(s) assigned to your school been to you in:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
1. Coordinating the continued development of the reading and language program?	6 5.7%	15 14.2%	37 34.9%	38 35.8%	3 2.8%	7 6.6%
2. Providing assistance in instructional group planning?	12 11.3%	15 14.2%	28 26.4%	37 34.9%	7 6.6%	7 6.6%
3. Providing new instructional approaches and teaching techniques?	14 13.2%	18 17.0%	26 24.5%	35 33.0%	4 3.8%	8 7.5%
4. Providing direct school-site inservice experiences?	16 15.0%	13 12.3%	38 35.8%	27 25.5%	6 5.7%	5 4.7%
5. Coordinating the services of the teacher aides?	8 7.5%	9 8.5%	11 10.4%	35 33.0%	31 29.2%	11 10.4%
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	14 13.2%	11 10.4%	31 29.2%	31 29.2%	14 13.2%	5 4.7%

1. During the 1967-68 school year, did you receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)?	4 NR 3.8%	78 Full Time 73.6%	24 Part Time 22.7%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Librarian been to you in: 2. Increasing student use of the library?	1 0.9%	7 6.6%	30 28.3%	65 61.3%	2 1.9%	1 0.9%
3. Increasing the availability of the library for individual, group and class use?	2 1.9%	6 5.7%	23 21.7%	74 69.8%		1 0.9%
4. Providing library assistance to students with special interests and needs?	8 7.5%	7 6.6%	27 25.5%	58 54.7%	5 4.7%	1 0.9%
5. Developing student library skills appropriate for the scope of students' abilities at your particular grade level?	9 8.5%	18 17.0%	27 25.5%	47 44.3%	3 2.8%	2 1.9%
6. Providing library resource information and/or materials to supplement your particular curriculum area?	7 6.6%	4 3.8%	15 14.2%	77 72.6%	1 0.9%	2 1.9%

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Nurse been to you in: 1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)	1 0.9%	4 3.8%	15 14.2%	83 78.3%	1 0.9%	2 1.9%
2. Assisting students to receive needed health services within the school?	2 1.9%	3 2.8%	9 8.5%	87 82.1%	2 1.9%	3 2.8%
3. Providing visual and auditory screening services to students?		4 3.8%	10 9.4%	87 82.1%	2 1.9%	3 2.8%
4. Following up with parents on student health recommendations and referrals?	1 0.9%	2 1.9%	12 11.3%	84 74.2%	5 4.7%	2 1.9%
5. Providing liaison between school and community?	1 0.9%	5 4.7%	15 14.2%	79 75.0%	4 3.8%	2 1.9%
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?	1 0.9%	3 2.8%	22 20.8%	73 68.9%	3 2.8%	4 3.8%

1. During the 1967-68 school year, did you have a Teacher Aide(s) under your direct supervision? ☐5 NR 4.7% ☐41 Yes 38.7% ☐60 No 56.6%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 9 below:	No Value	Little Value	Some Value	Much Value	Don't Require	No Response
During the 1967-68 school year, how valuable have the services of your Teacher Aide(s) been to you in: 2. Performing various clerical tasks (taking roll, etc.)?		4 9.8%	10 24.4%	22 53.7%	4 9.8%	1 2.4%
3. Preparing materials (displays, bulletin boards, etc.)?	2 4.9%	2 4.9%	8 19.5%	29 70.7%		
4. Supervising individual and small group activities?		4 9.8%	14 34.1%	20 49.0%	1 2.4%	2 4.9%
5. Encouraging students to communicate orally?	3 7.3%	4 9.8%	14 34.1%	19 46.3%	1 2.4%	
6. Guiding pupils through example, redirection and speech?	4 9.8%	2 4.9%	14 34.1%	19 46.3%	1 2.4%	1 2.4%
7. Encouraging correct pupil usage of materials?	3 7.3%	4 9.8%	10 24.4%	21 51.2%	1 2.4%	2 4.9%
8. Assisting in the use of equipment and supplies?	1 2.4%	4 9.8%	8 19.5%	26 63.4%	1 2.4%	1 2.4%
9. Increasing communication between the home and the school?	4 9.8%	6 15.0%	14 34.1%	14 34.1%	2 4.9%	1 2.4%

1. During the 1967-68 school year, have you been able to identify ESEA Instructional Equipment, Books and Supplies from District Equipment, Books and Supplies: ☐13 NR 12.3% ☐89 Yes 84.0% ☐4 No 3.8%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to you in: 2. Supplementing your efforts to improve student reading and language skills?		3 3.4%	32 36.0%	54 60.7%		
3. Stimulating general pupil interest and curiosity?	1 1.1%	7 7.9%	34 38.2%	47 53.0%		
4. Providing first-hand student contact with common objects and materials not found in the home?	8 9.0%	11 12.4%	37 41.6%	30 34.0%	3 3.4%	
5. Producing noticeable changes in student attitudes toward school?	5 5.6%	15 17.0%	35 39.3%	27 30.3%	7 7.9%	

1. During the 1967-68 school year, did your class participate in any On-Site Cultural Enrichment Activities? 77 Yes 72.6% 29 No 18.9% **No Response -9** 8.5%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	**No Response**
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to your students in: 2. Stimulating student interest in the arts and other cultural activities?		8 10.4%	39 50.6%	27 35.0%	2 2.6%	1 1.3%
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?	3 3.9%	12 15.6%	33 43.0%	24 31.1%	4 5.2%	1 1.3%
4. Providing needed student experiential background for increased perceptual and intellectual development?	1 1.3%	11 14.3%	35 45.5%	26 33.8%	2 2.6%	2 2.6%
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?	1 1.3%	14 18.1%	30 39.0%	30 39.0%	1 1.3%	1 1.3%

1. During the 1967-68 school year, did your class participate in any Cultural Enrichment Study Tours? 9 NR 8.5% 81 Yes 76.4% 16 No 15.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	**No Response**
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to your students in: 2. Stimulating student interest in the arts and other cultural activities?	2 2.5%	4 4.9%	37 45.7%	37 45.7%	1 1.2%	
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?	2 2.5%	7 8.6%	27 33.3%	45 55.5%		
4. Providing needed student experiential background for increased perceptual and intellectual development?	2 2.5%	3 3.7%	31 38.3%	45 55.5%		
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?	1 1.2%	2 2.5%	15 18.5%	63 77.7%		

1. During the 1967-68 school year, did you participate in any Inservice Activities Organized by the District ESEA office? $\boxed{10}$ NR 9.4% $\boxed{58}$ Yes 54.7% $\boxed{38}$ No 35.8%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to you in: 2. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	6 10.3%	10 17.2%	23 39.7%	17 29.3%	1 1.7%	1 1.7%
3. Developing greater proficiency in the use of new instructional materials and equipment?	9 15.5%	8 13.8%	25 43.1%	14 24.1%	1 1.7%	
4. Providing opportunities to observe new teaching techniques?	11 19.0%	9 15.5%	25 43.1%	11 19.0%	1 1.7%	1 1.7%
5. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	11 19.0%	7 12.1%	22 38.0%	14 24.1%	3 5.1%	1 1.7%

1. During the 1967-68 school year, did you participate in the planning of any School-Site Inservice Activities? $\boxed{10}$ NR 9.4% $\boxed{33}$ Yes 31.1% $\boxed{63}$ No 59.4%

2. During the 1967-68 school year, did you attend any School-Site Inservice Meetings? $\boxed{10}$ NR 9.4% $\boxed{81}$ Yes 76.4% $\boxed{15}$ No 14.2%

If your answer to Question No. 2 is Yes, please check the appropriate box at the right in answer to Questions Nos. 3 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to you in: 3. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	12 14.8%	19 23.5%	27 33.3%	22 27.2%	1 1.2%	
4. Developing greater proficiency in the use of new instructional materials and equipment?	13 16.0%	17 21.0%	30 37.0%	20 24.7%	1 1.2%	
5. Providing opportunities to observe new teaching techniques?	21 25.9%	15 18.5%	29 35.8%	13 16.0%	2 2.5%	
6. Providing opportunities for the exchange and/or development of successful ideas?	11 13.6%	20 24.7%	29 35.8%	20 24.7%	1 1.2%	

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in: 1. Reducing student/teacher ratios?	3 5.3%	5 8.8%	19 33.3%	26 45.6%	3 5.3%	1 1.8%
2. Providing greater opportunities to identify and/or diagnose early learning problems?		4 7.0%	23 40.4%	28 49.1%	1 1.8%	1 1.8%
3. Increasing opportunities for individualized instruction?	2 3.5%	2 3.5%	16 28.1%	35 61.4%	1 1.8%	1 1.8%
4. Raising student achievement levels as measured by standardized test scores?	2 3.5%	6 10.5%	21 36.8%	19 33.3%	9 15.8%	
5. Improving individual student adjustment?	1 1.8%	5 8.8%	27 47.4%	19 33.3%	3 5.3%	2 3.5%
6. Producing noticeable positive changes in pupil attitudes?	2 3.5%	9 15.8%	26 45.6%	17 29.8%	3 5.3%	
7. Improving student attendance patterns?	4 7.0%	11 19.3%	26 45.6%	10 17.5%	5 8.8%	1 1.8%
8. Reducing the number of major discipline referrals (fighting, etc.)?	8 14.0%	8 14.0%	20 35.1%	18 31.6%	3 5.3%	
9. Reducing the number of minor classroom rule infractions?	7 12.3%	8 14.0%	26 45.6%	14 24.6%	2 3.5%	
10. Improving teacher classroom control and management?	1 1.8%	9 15.8%	21 36.8%	22 38.6%	3 5.3%	1 1.8%
11. Increasing parent awareness and understanding of the nature of school programs?	2 3.5%	12 21.1%	22 38.6%	15 26.3%	5 8.8%	1 1.8%
12. Improving teacher morale?	2 3.5%	7 12.3%	15 26.3%	28 49.1%	4 7.0%	1 1.8%

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the program of music instruction been to you in: 1. Increasing the development of individual and group musical skills and understandings?	2 4.1%	6 12.2%	14 28.6%	24 49.0%	2 4.1%	1 2.0%
2. Increasing student interest in an appreciation of music?	3 6.1%	2 4.1%	16 32.7%	25 51.0%	2 4.1%	1 2.0%
3. Increasing opportunities for student self-expression through music?	3 6.1%	5 10.2%	13 26.5%	24 49.0%	3 6.1%	1 2.0%
4. Providing students with a rich variety of musical experiences?	5 10.2%	3 6.1%	15 30.6%	24 49.0%	1 2.0%	1 2.0%
5. Providing opportunities to integrate music with other curriculum areas of instruction?	9 18.4%	8 16.3%	11 22.4%	16 32.7%	1 2.0%	4 8.2%

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the departmentalized program of physical education instruction been to your students in: 1. Increasing the development of individual and group physical skills?		1 2.0%	12 24. %	32 65.3%	3 6.1%	1 2.0%
2. Increasing the development of desirable mental concepts and standards of student behavior?	3 6.1%	7 14.3%	10 20.4%	26 53.1%	2 4.1%	1 2.0%
3. Providing a variety of physical and rhythmical activities adjusted to individual and/or group needs and interests?	1 2.0%	1 2.0%	8 16.3%	35 71.4%	3 6.1%	1 2.0%
4. Increasing student emotional adjustment and stability within the classroom?	6 12.2%	7 14.3%	17 34.7%	16 32.7%	2 4.1%	1 2.0%
5. Increasing student self-control and cooperation on the playground?	7 14.3%	4 8.2%	13 26.5%	20 40.8%	4 8.2%	1 2.0%

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	**No Response**
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio	1 1.8%	13 22.8%	39 68.4%	2 3.5%	2 3.5%
2. Remedial Reading Workshop		10 17.5%	40 70.2%	7 12.3%	
3. Research Department Psychologist	1 1.8%	18 31.6%	28 49.1%	9 15.8%	1 1.8%
4. Consultant in Individual Guidance		12 21.1%	37 64.9%	7 12.3%	1 1.8%
5. Teacher Assistant in Reading Development	2 3.5%	26 45.6%	21 36.8%	4 7.0%	3 5.3%
6. School Librarian		41 72.8%	16 28.1%		
7. School Nurse		34 59.6%	22 38.6%	1 1.8%	
8. Teacher Aides	1 1.8%	23 40.4%	22 38.6%	9 15.8%	2 3.5%
9. Instructional Equipment, Books and Supplies		21 36.8%	31 54.4%	3 5.3%	2 3.5%
10. Cultural Enrichment Activities - On-Site		15 26.3%	41 72.0%	1 1.8%	
11. Cultural Enrichment Activities - Study Tours	1 1.8%	15 26.3%	37 64.9%	4 7.0%	
12. Inservice Activities - Centrally Organized by District ESEA Office	3 5.3%	18 31.6%	21 36.8%	13 22.8%	2 3.5%
13. Inservice Activities - On-Site	2 3.5%	28 49.1%	20 35.1%	5 8.8%	2 3.5%

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Conference-Planning Period at your school been to you in: 1. Providing additional time for reading and language instructional group planning?		5 10.2%	13 26.5%	26 53.1%		5 10.2%
2. Providing additional time for reading and language team planning?	5 10.2%	5 10.2%	10 20.4%	23 46.9%	1 2.0%	5 10.2%
3. Providing additional time for classroom preparation?		5 10.2%	8 16.3%	33 67.3%		3 6.1%
4. Increasing opportunities for the exchange and/or observation of successful teaching methods and techniques?	8 16.3%	11 22.4%	12 24.5%	13 26.5%	1 2.0%	4 8.2%
5. Improving individual pupil adjustment and achievement?	4 8.2%	5 10.2%	13 26.5%	20 40.8%	3 6.1	4 8.2%

Please check the appropriate box at the right.	One TARD All Grade Levels	More Than One TARD-Specific Grade Levels	Both Plans Equally Effective	Don't Know	No Response
In comparing the assistance of one TARD at all grade levels with one or more TARD's at specific circuit levels, which plan do you think is more effective in: 1. Coordinating the development of the reading and language program?	6 12.2%	33 67.3%	3 6.1%	5 10.2%	2 4.1%
2. Providing assistance in instructional group planning?	7 14.3%	33 67.3%	2 4.1%	5 10.2%	2 4.1%
3. Providing new instructional approaches and teaching techniques?	6 12.2%	31 63.3%	5 10.2%	5 10.2%	2 4.1%
4. Providing direct school-site inservice experiences?	7 14.3%	30 61.2%	4 8.2%	6 12.2%	2 4.1%
5. Coordinating the services of the teacher aides?	11 22.4%	21 42.9%	3 6.1%	12 24.5%	2 4.1%
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	10 20.4%	20 40.8%	5 10.2%	11 22.4%	3 6.1%

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths: ____________________

Weaknesses: ____________________

Suggestions for Improvements: ____________________

Other: ____________________

FMM:im
4/8/68

ESEA-SB 28

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY TEACHER QUESTIONNAIRE

School ESEA-SB28

Grade 1-6

Total 86

Please indicate the number of years you have taught in an ESEA school (The ESEA Program began in February, 1966.)

[12] Less than 1 year 14.0% [3] 1 year 3.5% ☐ 1½ years [20] 2 years 23.3% [49] 2½ years 57.0% [2] No Response 2.3%

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in: 1. Increasing pupil confidence, motivation and interest in reading?		1 1.2%	44 51.2%	35 40.7%	5 5.8%	1 1.2%
2. Giving added meaning and purpose to reading and language instructional activities?		2 2.3%	31 36.0%	37 43.0%	5 5.8%	1 1.2%
3. Increasing student abilities to analyze, decode and comprehend printed or written words?		4 4.7%	40 46.5%	36 41.9%	6 7.0%	
4. Improving student skills in oral expression?		7 8.1%	38 44.1%	34 39.5%	6 7.0%	1 1.2%
5. Increasing student abilities in written expression?	1 1.2%	6 7.0%	48 55.8%	24 27.9%	5 5.8%	2 2.3%
6. Improving student understanding and interest in other academic and non-academic areas?	1 1.2%	5 5.8%	51 59.3%	22 25.6%	6 7.0%	1 1.2%

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for you to: 1. Devote more time to group reading and language instruction and development?	6 7.0%	4 4.7%	19 22.1%	49 57.0%	4 4.7%	4 4.7%
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?	5 5.8%	5 5.8%	25 29.1%	44 51.2%	4 4.7%	3 3.5%
3. Devote more time to classroom preparation?	21 24.4%	13 15.1%	25 29.1%	20 34.9%	4 4.7%	3 3.5%

1. Were you a member of an ESEA 3-on-2 Team of Teachers at any time during or after the 1965-66 School Year? 37 Yes 47 No
No Response -2 2.3% 43.0% 54.7%

2. Were you a member of an ESEA 5-on-4 Team of Teachers at any time during or after the 1965-66 School Year? 4 Yes 67 No
No Response -15 17.4% 4.7% 77.9%

If your answer is Yes to either or both of the questions above, please check the appropriate box at the right in answer to Questions Nos. 3 to 5 below:	Reduced Class Size	Teams of Teachers	Both Plans Equally Effective	No Response
In comparing the Reduced Class Size with Teams of Teachers (either the 3-on-2 Team or the 5-on-4 Team), which plan (Reduced Class Size or Teams of Teachers) do you feel has provided the greatest opportunities to: 3. Devote more time to group reading and language instruction and development?	23 56.1%	12 29.3%	6 14.6%	
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?	23 56.1%	15 34.1%	3 4.9%	
5. Devote more time to classroom preparation?	23 56.1%	14 34.1%	2 4.9%	1 2.4%

ESEA-SB 28

APPENDIX I-B-10

1. During the 1967-68 school year, have any of your students attended the Remedial Reading Workshop? 38 Yes 44.2% 44 No 51.2%
No Response - 4 4.7%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in:						
2. Increasing pupil motivation and interest in reading and language?		4 10.5%	10 26.3%	23 60.5%		1 2.6%
3. Improving student skills either in reading or oral expression?		3 7.9%	9 23.7%	25 65.8%		1 2.6%
4. Increasing comprehension in all types of silent reading?		6 15.8%	10 26.3%	20 52.6%		2 5.3%
5. Improving student reading and language skills to a point which enables participation in regular classroom instruction?		3 7.9%	11 29.9%	22 57.9%	1 2.6%	1 2.6%
6. Meeting the needs of numbers of students who should be involved in the remedial reading program?	3 7.9%	7 18.4%	13 34.2%	8 21.1%	3 7.9%	4 10.5%

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? 49 Yes 57.0% 31 No 36.0%
No Response -6 7.0%

2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? 51 Yes 59.3% 30 No 34.9%
No Response -5 5.8%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? 35 Yes 68.6% 12 No 23.5% 4 NR 7.8%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to you in:						
4. Providing aid in the early diagnosis of learning problems?	7 13.7%	11 21.6%	19 37.3%	12 23.5%	1 2.0%	1 2.0%
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?	14 27.5%	17 33.3%	14 27.5%	5 9.8%		1 2.0%
6. Assisting in the evaluation of social and educational adjustment of pupils?	7 13.7%	12 23.5%	18 35.3%	13 25.5%		1 2.0%
7. Assisting with the evaluation of high and low potential students?	6 11.8%	9 17.6%	17 33.3%	17 33.3%		2 3.9%
8. Providing follow-up information on testing services?	9 17.6%	11 21.6%	14 27.5%	15 29.4%	1 2.0%	1 2.0%

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? ☐ 46 Yes 53.5% ☐ 34 No 39.5%
No Response - 6 7.0%
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? ☐ 44 Yes 51.2% ☐ 36 No 41.9%
No Response - 6 7.0%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below.

3. Would you have liked more assistance from the Consultant in Individual Guidance? ☐ 41 Yes 93.2% ☐ 3 No 6.8%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to you in: 4. Assisting you to understand children's behavior?	9 20.5%	9 20.5%	11 25.0%	15 34.1%		
5. Assisting with the development of special plans or programming for individual children in your class?	12 27.3%	10 22.7%	12 27.3%	10 22.7%		
6. Channeling students' efforts toward better achievement and behavior?	7 15.9%	6 13.6%	25 56.8%	6 13.6%		
7. Helping you to feel more secure or comfortable working with children?	11 25.0%	6 13.6%	15 34.1%	8 18.2%	3 3.5%	1 2.3%
8. Facilitating communication with hard-to-reach parents?	13 29.5%	3 3.5%	15 34.1%	8 18.2%	4 9.1%	1 2.3%
9. Securing helpful community services?	18 40.9%	4 9.1%	10 22.7%	6 13.6%	4 9.1%	2 4.5%

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has (have) the TARD(s) assigned to your school been to you in: 1. Coordinating the continued development of the reading and language program?	7 8.1%	11 12.8%	32 37.2%	25 29.1%	5 5.8%	6 7.0%
2. Providing assistance in instructional group planning?	16 18.6%	14 16.3%	32 37.2%	15 17.4%	7 8.1%	2 2.3%
3. Providing new instructional approaches and teaching techniques?	13 15.1%	18 20.9%	26 30.2%	22 25.6%	3 3.5%	4 4.7%
4. Providing direct school-site inservice experiences?	12 14.0%	14 16.3%	28 32.6%	22 25.6%	6 7.0%	4 4.7%
5. Coordinating the services of the teacher aides?	3 3.5%	12 14.0%	18 20.9%	48 55.8%	4 4.7%	1 1.2%
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?	16 18.6%	22 25.6%	21 24.4%	16 18.6%	9 10.5%	2 2.3%

1. During the 1967-68 school year, did you receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)? 4 NR 4.7% 48 Full Time 55.8% 34 Part Time 39.5%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Librarian been to you in: 2. Increasing student use of the library?	1 1.2%	1 1.2%	17 19.7%	66 76.7%		1 1.2%
3. Increasing the availability of the library for individual, group and class use?	2 2.3%	3 3.5%	15 17.4%	64 74.4%	1 1.2%	1 1.2%
4. Providing library assistance to students with special interests and needs?	2 2.3%		20 23.3%	57 66.3%	6 7.0%	1 1.2%
5. Developing student library skills appropriate for the scope of students' abilities at your particular grade level?	1 1.2%	6 7.0%	28 32.6%	46 53.5%	4 4.7%	1 1.2%
6. Providing library resource information and/or materials to supplement your particular curriculum area?	1 1.2%	1 1.2%	15 17.4%	68 79.1%	1 1.2%	

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Nurse been to you in: 1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)		8 9.3%	18 20.9%	58 67.4%		2 2.3%
2. Assisting students to receive needed health services within the school?		4 4.7%	15 17.4%	67 77.9%		
3. Providing visual and auditory screening services to students?		4 4.7%	11 12.8%	66 76.7%	4 4.7%	1 1.2%
4. Following up with parents on student health recommendations and referrals?	2 2.3%	3 3.5%	12 14.0%	65 75.6%	3 3.5%	1 1.2%
5. Providing liaison between school and community?	2 2.3%	6 7.0%	15 17.4%	52 60.5%	10 11.6%	1 1.2%
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?	4 4.7%	6 7.0%	22 25.6%	51 59.3%	2 2.3%	1 1.2%

1. During the 1967-68 school year, did you have a Teacher Aide(s) under your direct supervision? 78 Yes 90.7% 6 No 7.0%
No Response -2 2.3%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 9 below:	No Value	Little Value	Some Value	Much Value	Don't Require	No Response
During the 1967-68 school year, how valuable have the services of your Teacher Aide(s) been to you in: 2. Performing various clerical tasks (taking roll, etc.)?	2 2.6%	6 7.7%	21 26.9%	46 59.0%	2 2.6%	1 1.3%
3. Preparing materials (displays, bulletin boards, etc.)?	3 3.8%	5 6.4%	25 32.1%	44 56.4%	1 1.3%	
4. Supervising individual and small group activities?	4 5.1%	4 5.1%	20 25.6%	48 61.5%	1 1.3%	1 1.3%
5. Encouraging students to communicate orally?	6 7.7%	9 11.5%	34 43.6%	26 33.3%	3 3.8%	
6. Guiding pupils through example, redirection and speech?	6 7.7%	8 10.3%	41 52.6%	20 25.6%	1 1.3%	2 2.6%
7. Encouraging correct pupil usage of materials?	4 5.1%	8 10.3%	26 33.3%	38 48.7%	2 2.6%	
8. Assisting in the use of equipment and supplies?	2 2.6%	4 5.1%	23 29.5%	47 60.3%	1 1.3%	1 1.3%
9. Increasing communication between the home and the school?	2 2.6%	12 15.4%	31 39.7%	26 33.3%	4 5.1%	3 3.8%

1. During the 1967-68 school year, have you been able to identify ESEA Instructional Equipment, Books and Supplies from District Equipment, Books and Supplies: 8 NR 9.3% 6 Yes 80.2% 9 No 10.5%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to you in: 2. Supplementing your efforts to improve student reading and language skills?		2 2.9%	31 44.9%	36 52.2%		
3. Stimulating general pupil interest and curiosity?		7 10.1%	28 40.6%	34 49.3%		
4. Providing first-hand student contact with common objects and materials not found in the home?	7 10.1%	10 14.5%	24 34.8%	25 36.2%	3 4.3%	
5. Producing noticeable changes in student attitudes toward school?	6 8.7%	8 11.6%	37 53.6%	13 18.8%	5 7.2%	

1. During the 1967-68 school year, did your class participate in any On-Site Cultural Enrichment Activities? 66 Yes 12 No
No Response -8 9.3% 76.7% 14.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to your students in: 2. Stimulating student interest in the arts and other cultural activities?	1 1.5%	5 7.6%	31 47.0%	29 43.9%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?		10 15.2%	29 43.9%	23 34.8%	4 6.1%	
4. Providing needed student experiential background for increased perceptual and intellectual development?		9 13.6%	30 45.5%	23 34.8%	4 6.1%	
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?	1 1.5%	7 10.6%	29 43.9%	27 40.9%	2 3.0%	

1. During the 1967-68 school year, did your class participate in any Cultural Enrichment Study Tours? 8 NR 55 Yes 23 No
9.3% 64.0% 26.7%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to your students in: 2. Stimulating student interest in the arts and other cultural activities?	1 1.8%	4 7.3%	21 38.2%	26 47.3%	3 5.5%	
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?		6 10.9%	21 38.2%	26 47.3%	2 3.0%	
4. Providing needed student experiential background for increased perceptual and intellectual development?		2 3.0%	22 40.0%	30 54.5%	1 1.8%	
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?		3 5.5%	17 30.9%	34 61.8%	1 1.8%	

1. During the 1967-68 school year, did you **participate** in any Inservice Activities Organized by the District ESEA office? 6 NR 7.0% 45 Yes 52.3% 35 No 40.7%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to you in: 2. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	5 11.1%	5 11.1%	22 48.9%	13 28.9%		
3. Developing greater proficiency in the use of new instructional materials and equipment?	5 11.1%	5 11.1%	19 42.2%	15 33.3%	1 2.2%	
4. Providing opportunities to observe new teaching techniques?	6 13.3%	10 22.2%	15 33.3%	14 31.1%		
5. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	3 6.7%	9 20.0%	21 46.7%	11 24.4%	1 2.2%	

1. During the 1967-68 school year, did you participate in the planning of any School-Site Inservice Activities? 10 NR 11.6% 17 Yes 19.8% 59 No 68.6%

2. During the 1967-68 school year, did you attend any School-Site Inservice Meetings? 8 NR 9.3% 60 Yes 69.8% 18 No 20.9%

If your answer to Question No. 2 is Yes, please check the appropriate box at the right in answer to Questions Nos. 3 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to you in: 3. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	1 1.7%	11 18.3%	27 45.0%	18 30.0%	1 1.7%	2 3.3%
4. Developing greater proficiency in the use of new instructional materials and equipment?	2 3.3%	10 16.7%	25 41.7%	19 31.7%	1 1.7%	3 5.0%
5. Providing opportunities to observe new teaching techniques?	8 13.3%	12 20.0%	20 33.3%	16 26.7%	1 1.7%	3 5.0%
6. Providing opportunities for the exchange and/or development of successful ideas?	3 5.0%	13 21.7%	21 35.0%	21 35.0%	1 1.7%	1 1.7%

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in: 1. Reducing student/teacher ratios?	3 3.5%	4 4.7%	34 39.5%	40 46.5%	4 4.7%	1 1.2%
2. Providing greater opportunities to identify and/or diagnose early learning problems?	1 1.2%	7 8.1%	45 52.3%	27 31.4%	4 4.7%	2 2.3%
3. Increasing opportunities for individualized instruction?	3 3.5%	6 7.0%	44 51.2%	29 33.7%	2 2.3%	2 2.3%
4. Raising student achievement levels as measured by standardized test scores?	2 2.3%	14 16.3%	46 53.5	10 11.6%	13 15.1%	1 1.2%
5. Improving individual student adjustment?	3 3.5%	11 12.8%	44 51.2%	19 22.1%	8 9.3%	1 1.2%
6. Producing noticeable positive changes in pupil attitudes?	3 3.5%	11 12.8%	40 46.5%	20 23.3%	9 10.5%	3 3.5%
7. Improving student attendance patterns?	10 11.6%	18 20.9%	32 37.2%	12 14.0%	11 12.8%	3 3.5%
8. Reducing the number of major discipline referrals (fighting, etc.)?	7 8.1%	20 23.3%	24 27.9%	21 24.4%	13 15.1%	1 1.2%
9. Reducing the number of minor classroom rule infractions?	6 7.0%	15 17.4%	44 51.2%	8 9.3%	12 14.0%	1 1.2%
10. Improving teacher classroom control and management?	2 2.3%	12 14.0%	44 51.2%	23 26.7%	4 4.7%	1 1.2%
11. Increasing parent awareness and understanding of the nature of school programs?	3 3.5%	16 18.6%	35 40.7%	20 23.3%	9 10.5%	3 3.5%
12. Improving teacher morale?	3 3.5%	10 11.6%	36 41.9%	26 30.2%	9 10.5%	2 2.3%

APPENDIX I-B-10

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		34 39.5%	49 57.0%	1 1.2%	2 2.3%
2. Remedial Reading Workshop		7 8.1%	65 75.6%	10 11.6%	4 4.7%
3. Research Department Psychologist		20 23.3%	51 59.3%	13 15.1%	2 2.3%
4. Consultant in Individual Guidance		11 12.8%	65 75.6%	8 9.3%	2 2.3%
5. Teacher Assistant in Reading Development		30 34.9%	43 50.0%	11 12.8%	2 2.3%
6. School Librarian		55 64.0%	27 31.4	4 4.7	2 2.3%
7. School Nurse		45 52.3%	35 40.7%	4 4.7%	2 2.3%
8. Teacher Aides	3 3.5%	44 51.2%	32 37.2%	4 4.7%	3 3.5%
9. Instructional Equipment, Books and Supplies		22 25.6%	56 65.1%	3 3.5%	5 5.8%
10. Cultural Enrichment Activities - On-Site		10 11.6%	69 80.2%	6 7.0%	1 1.2%
11. Cultural Enrichment Activities - Study Tours		14 16.3%	66 76.7%	3 3.5%	3 3.5%
12. Inservice Activities - Centrally Organized by District ESEA Office	4 4.7%	31 36.0%	33 38.4%	15 17.4%	3 3.5%
13. Inservice Activities - On-Site		28 32.6%	44 51.2%	11 12.8%	3 3.5%

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths:

Weaknesses:

Suggestions for Improvements:

Other:

FMM:im
4/8/68

OAKLAND PUBLIC SCHOOLS
Research Department

ELEMENTARY TEACHER QUESTIONNAIRE

School SB 28

Grade 1-6

Total 80

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for you to:						
1. Devote more time to group reading and language instruction and development?	3 3.8%	2 2.5%	35 43.8%	36 45.0%	2 2.5%	2 2.5%
2. Provide for more meaningful oral reading practice?	3 3.8%	2 2.5%	38 47.5%	35 43.8%	1 1.3%	1 1.3%
3. Provide for more meaningful oral language activities?	2 2.5%	2 2.5%	36 45.0%	38 47.5%	1 1.3%	1 1.3%
4. Provide for more general assistance on seatwork, homework assignments and special interest projects?	4 5.0%	4 5.0%	29 36.3%	40 50.0%	1 1.3%	2 2.5%
5. Provide more assistance to selected students who need remedial help?	4 5.0%	9 11.3%	27 33.8%	38 47.5%	1 1.3%	1 1.3%
6. Provide more assistance to selected students who need enrichment activities?	3 3.8%	12 15.0%	31 38.8%	28 35.0%	3 3.8%	3 3.8%
7. Devote more time to classroom preparation?	23 28.8%	23 28.8%	19 23.8%	14 17.5%	1 1.3%	

Please check the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
What effect do you feel the Reduced Class Size has had in:						
1. Providing greater opportunities to identify and/or diagnose early learning problems?	2 2.5%		34 42.5%	41 51.3%	3 3.8%	
2. Increasing opportunities for individualized instruction?	2 2.5%	6 7.5%	38 47.5%	32 40.0%	1 1.3%	1 1.3%
3. Raising student achievement levels?	2 2.5%	3 3.8%	37 46.3%	23 28.8%	14 17.5%	1 1.3%
4. Improving individual student adjustment?	1 1.3%	8 10.0%	34 42.5%	32 40.0%	4 5.0%	1 1.3%
5. Producing noticeable positive changes in pupil attitudes?	2 2.5%	10 12.5%	34 42.5%	27 33.8%	6 7.5%	1 1.3%
6. Improving student attendance patterns?	11 13.8%	21 26.3%	26 32.5%	13 16.3%	7 8.8%	2 2.5%
7. Reducing the number of major discipline referrals (fighting, etc.)?	5 6.3%	13 16.3%	26 32.5%	29 36.3%	5 6.3%	2 2.5%
8. Reducing the number of minor classroom rule infractions?	3 3.8%	12 15.0%	25 31.3%	36 45.0%	3 3.8%	1 1.3%
9. Improving classroom control and management?	3 3.8%	7 8.8%	27 33.8%	40 50.0%	1 1.3%	2 2.5%
10. Increasing parent awareness and understanding of the nature of school programs?	9 11.3%	20 25.0%	27 33.8%	15 18.8%	8 10.0%	1 1.3%
11. Improving teacher morale?	2 2.5%	3 3.8%	16 20.0%	57 71.3%	2 2.5%	

FMM:im 4/8/68

ESEA

ELEMENTARY TEACHER ASSISTANT QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

School ESEA

Total 9

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in: 1. Increasing pupil confidence, motivation and interest in reading?			8 88.9%	1 11.1%		
2. Giving added meaning and purpose to reading and language instructional activities?			7 77.8%	2 22.2%		
3. Increasing student abilities to analyze, decode and comprehend printed or written words?			3 33.3%	6 66.7%		
4. Improving student skills in oral expression?			7 77.8%	2 22.2%		
5. Increasing student abilities in written expression?		1 11.1%	6 66.7%	2 22.2%		
6. Improving student understanding and interest in other academic and non-academic areas?			8 88.9%	1 11.1%		

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 3-on-2 Teaching Plan during the 1967-68 school year has increased opportunities for the staff to: 1. Devote more time to group reading and language instruction and development?			3 33.3%	6 66.7%		
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?		1 11.1%	5 55.6%	3 33.3%		
3. Devote more time to classroom preparation?		1 11.1%	6 66.7%	2 22.2%		

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
In comparison to a single-teacher, self-contained classroom, to what extent do you think the use of the 5-on-4 Teaching Plan during the 1967-68 school year has increased opportunities for the staff to: 1. Devote more time to group reading and language instruction and development?			3 33.3%		1 11.1%	5 55.6%
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?		1 11.1%	2 22.2%		1 11.1%	5 55.6%
3. Devote more time to classroom preparation?		1 11.1%	2 22.2%		1 11.1%	5 55.6%

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in: 1. Increasing pupil motivation and interest in reading and language?			1 11.1%	7 77.8%	1 11.1%	
2. Improving student skills either in reading or oral expression?			1 11.1%	7 77.8%	1 11.1%	
3. Increasing comprehension in all types of silent reading?			1 11.1%	7 77.8%	1 11.1%	
4. Improving student reading and language skills to a point which enables participation in regular classroom instruction?			4 44.4%	4 44.4%	1 11.1%	
5. Meeting the needs of numbers of students who should be involved in the remedial reading program?		3 33.3%	3 33.3%	2 22.2%	1 11.1%	

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? ☐6 Yes 66.7% ☐2 No 22.2%
No Response -1 11.1%

2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? ☐6 Yes 66.7% ☐2 No 22.2%
No Response -1 11.1%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? ☐4 Yes 66.7% ☐ No 2 NR 33.3%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in: 4. Providing aid in the early diagnosis of learning problems?			2 33.3%	4 66.7%		
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?			5 83.3%	1 16.7%		
6. Assisting in the evaluation of social and educational adjustment of pupils?			4 66.7%	2 33.3%		
7. Assisting with the evaluation of high and low potential students?			1 16.7%	5 83.3%		
8. Providing follow-up information on testing services?			1 16.7%	5 83.3%		

APPENDIX I-B-12

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? 8 Yes 88.9% 1 No 11.1%

2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? 8 Yes 88.9% 1 No 11.1%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below:

3. Would you have liked more assistance from the Consultant in Individual Guidance? 7 Yes 87.5% 1 No 12.5%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in: 4. Assisting them to understand children's behavior?			2 25.0%	5 62.5%	1 12.5%	
5. Assisting with the development of special plans or programming for individual children in their class?				7 87.5%	1 12.5%	
6. Channeling students' efforts toward better achievement and behavior?			1 12.5%	6 75.0%	1 12.5%	
7. Helping them to feel more secure or comfortable working with children?			2 25.0%	5 62.5%	1 12.5%	
8. Facilitating communication with hard-to-reach parents?			2 25.0%	5 62.5%	1 12.5%	
9. Securing helpful community services?			4 50.0%	3 37.5%	1 12.5%	

1. During the 1967-68 school year, did your school receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)? ☑ 7 Full Time 77.8% ☑ 2 Part Time 22.2%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Librarian been to the staff in:						
2. Increasing student use of the library?			2 22.2%	7 77.8%		
3. Increasing the availability of the library for individual, group and class use?		1 11.1%	1 11.1%	7 77.8%		
4. Providing library assistance to students with special interests and needs?		1 11.1%	4 44.4%	4 44.4%		
5. Developing student library skills appropriate for the scope of students' abilities at particular grade levels?	1 11.1%		5 55.6%	3 33.3%		
6. Providing library resource information and/or materials to supplement particular curriculum areas?			3 33.3%	6 66.7%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Nurse been to the staff in: 1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)				9 100.0%		
2. Assisting students to receive needed health services within the school?				9 100.0%		
3. Providing visual and auditory screening services to students?				9 100.0%		
4. Following up with parents on student health recommendation and referrals?				9 100.0%		
5. Providing liaison between school and community?				9 100.0%		
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?		1 11.1%		8 88.9%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Require	No Response
During the 1967-68 school year, how valuable have the services of the Teacher Aides been to the staff in: 1. Performing various clerical tasks (taking roll, etc.)?			3 33.3%	6 66.7%		
2. Preparing materials (displays, bulletin boards, etc.)?			3 33.3%	6 66.7%		
3. Supervising individual and small group activities?			1 11.1%	8 88.9%		
4. Encouraging students to communicate orally?		1 11.1%	5 55.6%	3 33.3%		
5. Guiding pupils through example, redirection and speech?		1 11.1%	4 44.4%	4 44.4%		
6. Encouraging correct pupil usage of materials?			2 22.2%	7 77.8%		
7. Assisting in the use of equipment and supplies?				9 100.0%		
8. Increasing communication between the home and the school?			3 33.3%	5 55.6%	1 11.1%	

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to the staff in: 1. Supplementing their efforts to improve student reading and language skills?			2 22.2%	7 77.8%		
2. Stimulating general pupil interest and curiosity?			3 33.3%	6 66.7%		
3. Providing first-hand student contact with common objects and materials not found in the home?			7 77.8%	2 22.2%		
4. Producing noticeable changes in student attitudes toward school?			8 88.9%	1 11.1%		

1. During the 1967-68 school year, did any classes participate in any On-Site Cultural Enrichment Activities? $\boxed{7}$ Yes $\boxed{2}$ No
77.8% 22.2%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to students in: 2. Stimulating student interest in the arts and other cultural activities?			6 85.7%	1 14.3%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?			5 71.4%	2 28.6%		
4. Providing needed student experiential background for increased perceptual and intellectual development?		1 14.3%	4 57.1%	2 28.6%		
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?		1 14.3%	4 57.1%	2 28.6%		

1. During the 1967-68 school year, did any classes participate in any Cultural Enrichment Study Tours? $\boxed{9}$ Yes ☐ No
100.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to students in: 2. Stimulating student interest in the arts and other cultural activities?			3 33.3%	6 66.7%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?			2 22.2%	7 77.8%		
4. Providing needed student experiential background for increased perceptual and intellectual development?			3 33.3%	6 66.7%		
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?			1 11.1%	8 88.9%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to the staff in: 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?			2 22.2%	2 22.2%		5 55.6%
2. Developing greater proficiency in the use of new instructional materials and equipment?		1 11.1%	1 11.1%	2 22.2%		5 55.6%
3. Providing opportunities to observe new teaching techniques?			2 22.2%	2 22.2%		5 55.6%
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?			2 22.2%	2 22.2%		5 55.6%

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to the staff in: 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?			4 44.4%	5 55.6%		
2. Developing greater proficiency in the use of new instructional materials and equipment?			3 33.3%	6 66.7%		
3. Providing opportunities to observe new teaching techniques?			7 77.8%	2 22.2%		
4. Providing opportunities for the exchange and/or development of successful ideas?			2 22.2%	7 77.8%		

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in:						
1. Reducing student/teacher ratios?			1 25.0%	3 75.0%		
2. Providing greater opportunities to identify and/or diagnose early learning problems?			2 50.0%	2 50.0%		
3. Increasing opportunities for individualized instruction?		1 25.0%		3 75.0%		
4. Raising student achievement levels as measured by standardized test scores?			3 75.0%	1 25.0%		
5. Improving individual student adjustment?			2 50.0%	2 50.0%		
6. Producing noticeable positive changes in pupil attitudes?		1 25.0%	1 25.0%	2 50.0%		
7. Improving student attendance patterns?		1 25.0%	2 50.0%	1 25.0%		
8. Reducing the number of major discipline referrals (fighting, etc.)?		1 25.0%	1 25.0%	2 50.0%		
9. Reducing the number of minor classroom rule infractions?			2 50.0%	2 50.0%		
10. Improving teacher classroom control and management?	1 25.0%		2 50.0%	1 25.0%		
11. Increasing parent awareness and understanding of the nature of school programs?			2 50.0%	2 50.0%		
12. Improving teacher morale?	1 25.0%		1 25.0%	2 50.0%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the program of music instruction been to you in: 1. Increasing the development of individual and group musical skills and understandings?			1 20.0%	4 80.0%		
2. Increasing student interest in an appreciation of music?			1 20.0%	4 80.0%		
3. Increasing opportunities for student self-expression through music?			3 60.0%	2 40.0%		
4. Providing students with a rich variety of musical experiences?		1 20.0%		4 80.0%		
5. Providing opportunities to integrate music with other curriculum areas of instruction?		1 20.0%	3 60.0%	1 20.0%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the departmentalized program of physical education instruction been to your students in: 1. Increasing the development of individual and group physical skills?			1 20.0%	4 80.0%		
2. Increasing the development of desirable mental concepts and standards of student behavior?			1 20.0%	4 80.0%		
3. Providing a variety of physical and rhythmical activities adjusted to individual and/or group needs and interests?				5 100.0%		
4. Increasing student emotional adjustment and stability within the classroom?			4 80.0%	1 20.0%		
5. Increasing student self-control and cooperation on the playground?				4 80.0%		1 20.0%

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		1 25.0%	3 75.0%		
2. Remedial Reading Workshop			4 100.0%		
3. Research Department Psychologist		3 75.0%	1 25.0%		
4. Consultant in Individual Guidance		1 25.0%	2 50.0%		1 25.0%
5. Teacher Assistant in Reading Development		1 25.0%	1 25.0%	2 50.0%	
6. School Librarian		2 50.0%	2 50.0%		
7. School Nurse		1 25.0%	3 75.0%		
8. Teacher Aides		2 50.0%	2 50.0%		
9. Instructional Equipment, Books and Supplies		1 25.0%	3 75.0%		
10. Cultural Enrichment Activities - On-Site	1 25.0%	1 25.0%	2 50.0%		
11. Cultural Enrichment Activities - Study Tours	1 25.0%	1 25.0%	2 50.0%		
12. Inservice Activities - Centrally Organized by District ESEA Office		1 25.0%	3 75.0%		
13. Inservice Activities - On-Site		1 25.0%	3 75.0%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Conference-Planning Period at your school been to the staff in: 1. Providing additional time for reading and language instructional group planning?			1 20.0%	4 80.0%		
2. Providing additional time for reading and language team planning?			2 40.0%	3 60.0%		
3. Providing additional time for classroom preparation?			1 20.0%	4 80.0%		
4. Increasing opportunities for the exchange and/or observation of successful teaching methods and techniques?		1 20.0%	1 20.0%	3 60.0%		
5. Improving individual pupil adjustment and achievement?			3 60.0%	2 40.0%		

Please check the appropriate box at the right.	One TARD All Grade Levels	More Than One TARD-Specific Grade Levels	Both Plans Equally Effective	Don't Know	No Response
In comparing the assistance of one TARD at all grade levels with one or more TARD's at specific circuit levels, which plan do you think is more effective in: 1. Coordinating the development of the reading and language program?					
2. Providing assistance in instructional group planning?					
3. Providing new instructional approaches and teaching techniques?					
4. Providing direct school-site inservice experiences?					
5. Coordinating the services of the teacher aides?					
6. Coordinating and/or developing techniques related to the maintenance and/or improvement of intra-staff relationships?					

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths: ______

Weaknesses: ______

Suggestions for Improvements: ______

Other: ______

FMM:im
4/8/68

ESEA-SB 28

ELEMENTARY TEACHER ASSISTANT QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

School ESEA-SB28

Total 6

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable do you think the existing ESEA Reading Program at your school has been in: 1. Increasing pupil confidence, motivation and interest in reading?			1 16.7%	5 83.3%		
2. Giving added meaning and purpose to reading and language instructional activities?			2 33.3%	4 66.7%		
3. Increasing student abilities to analyze, decode and comprehend printed or written words?			1 16.7%	5 83.3%		
4. Improving student skills in oral expression?		1 16.7%	3 50.0%	2 33.3%		
5. Increasing student abilities in written expression?	1 16.7%		1 16.7%	4 66.7%		
6. Improving student understanding and interest in other academic and non-academic areas?			4 66.7%	2 33.3%		

Please check the appropriate box at the right.	No Increase	Little Increase	Some Increase	Much Increase	Don't Know	No Response
During the 1967-68 school year, to what extent has the Reduced Class Size increased opportunities for the staff to: 1. Devote more time to group reading and language instruction and development?		1 16.7%	2 33.3%	3 50.0%		
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?		1 16.7%	3 50.0%	2 33.3%		
3. Devote more time to classroom preparation?		2 33.3%	2 33.3%	1 16.7%		1 16.7%

Please check the appropriate box at the right.	Reduced Class Size	Teams of Teachers	Both Plans Equally Effective	No Response
In comparing the Reduced Class Size with Teams of Teachers (either the 3-on-2 Team or the 5-on-4 Team), which plan (Reduced Class Size or Teams of Teachers) do you feel has provided the greatest opportunities to: 1. Devote more time to group reading and language instruction and development?	3 50.0%	2 33.3%		1 16.7%
2. Provide for more general assistance on seatwork, homework assignments and special interest projects?	3 50.0%	2 33.3%		1 16.7%
3. Devote more time to classroom preparation?	2 33.3%	1 16.7%	1 16.7%	2 33.3%

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in: 1. Increasing pupil motivation and interest in reading and language?		1 16.7%	1 16.7%	4 66.7%		
2. Improving student skills either in reading or oral expression?		1 16.7%	1 16.7%	4 66.7%		
3. Increasing comprehension in all types of silent reading?			2 33.3%	3 50.0%		1 16.7%
4. Improving student reading and language skills to a point which enables participation in regular classroom instruction?			2 33.3%	4 66.7%		
5. Meeting the needs of numbers of students who should be involved in the remedial reading program?	1 16.7%	1 16.7%	2 33.3%	2 33.3%		

1. During the 1967-68 school year, did you request the services of a Research Department Psychologist? 6 Yes 100.0% ☐ No

2. During the 1967-68 school year, did you receive the services of a Research Department Psychologist? 5 Yes 83.3% ☐ No 1 NR 16.7%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 8 below:

3. Would you have liked more assistance from a Research Department Psychologist? 4 Yes 80.0% ☐ No 1 NR 20.0%	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in: 4. Providing aid in the early diagnosis of learning problems?			1 20.0%	4 80.0%		
5. Developing and/or providing useful remedial techniques for teacher use with students with learning problems?		2 40.0%	2 40.0%	1 20.0%		
6. Assisting in the evaluation of social and educational adjustment of pupils?			3 60.0%	2 40.0%		
7. Assisting with the evaluation of high and low potential students?			1 20.0%	4 80.0%		
8. Providing follow-up information on testing services?		1 20.0%	1 20.0%	3 60.0%		

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? ☒ 6 Yes 100.0% ☐ No

2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? ☒ 6 Yes 100.0% ☐ No

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below:

3. Would you have liked more assistance from the Consultant in Individual Guidance? ☒ 6 Yes 100.0% ☐ No	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in: 4. Assisting them to understand children's behavior?			1 16.7%	5 83.3%		
5. Assisting with the development of special plans or programming for individual children in their class?			3 50.0%	3 50.0%		
6. Channeling students' efforts toward better achievement and behavior?			1 16.7%	5 83.3%		
7. Helping them to feel more secure or comfortable working with children?			2 33.3%	2 33.3%	1 16.7%	1 16.7%
8. Facilitating communication with hard-to-reach parents?			1 16.7%	5 83.3%		
9. Securing helpful community services?		1 16.7%		4 66.7%	1 16.7%	

1. During the 1967-68 school year, did your school receive the services of a full-time librarian (5 days per week) or a part-time librarian (less than 5 days per week)? 3 Full Time 50.0% 3 Part Time 50.0%

Regardless of your answer to Question No. 1, please check the appropriate box at the right in answer to Questions Nos. 2 to 6 below:	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Librarian been to the staff in:						
2. Increasing student use of the library?			2 33.3%	4 66.7%		
3. Increasing the availability of the library for individual, group and class use?				6 100.0%		
4. Providing library assistance to students with special interests and needs?			1 16.7%	5 83.3%		
5. Developing student library skills appropriate for the scope of students' abilities at particular grade levels?		1 16.7%		5 83.3%		
6. Providing library resource information and/or materials to supplement particular curriculum areas?			2 33.3%	4 66.7%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the Services of the School Nurse been to the staff in:						
1. Assisting to identify students in need of health services or other assistance? (welfare, nutrition, family)			1 16.7%	5 83.3%		
2. Assisting students to receive needed health services within the school?			1 16.7%	5 83.3%		
3. Providing visual and auditory screening services to students?			1 16.7%	5 83.3%		
4. Following up with parents on student health recommendation and referrals?				6 100.0%		
5. Providing liaison between school and community?			1 16.7%	5 83.3%		
6. Providing health education posters or programs in classrooms to encourage desirable pupil health practices?			1 16.7%	5 83.3%		

Please check the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Require	No Response
During the 1967-68 school year, how valuable have the services of the Teacher Aides been to the staff in: 1. Performing various clerical tasks (taking roll, etc.)?			1 16.7%	5 83.3%		
2. Preparing materials (displays, bulletin boards, etc.)?		1 16.7%	1 16.7%	4 66.7%		
3. Supervising individual and small group activities?			2 33.3%	4 66.7%		
4. Encouraging students to communicate orally?		1 16.7%	1 16.7%	4 66.7%		
5. Guiding pupils through example, redirection and speech?		1 16.7%	2 33.3%	3 50.0%		
6. Encouraging correct pupil usage of materials?		1 16.7%	2 33.3%	3 50.0%		
7. Assisting in the use of equipment and supplies?			3 50.0%	3 50.0%		
8. Increasing communication between the home and the school?		1 16.7%	1 16.7%	4 66.7%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the ESEA Instructional Equipment, Books and Supplies been to the staff in: 1. Supplementing their efforts to improve student reading and language skills?			4 66.7%	2 33.3%		
2. Stimulating general pupil interest and curiosity?			4 66.7%	2 33.3%		
3. Providing first-hand student contact with common objects and materials not found in the home?		2 33.3%	4 66.7%			
4. Producing noticeable changes in student attitudes toward school?		1 16.7%	5 83.3%			

1. During the 1967-68 school year, did any classes participate in any On-Site Cultural Enrichment Activities? 6 Yes ☐ No
100.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the On-Site Cultural Enrichment Activities been to students in: 2. Stimulating student interest in the arts and other cultural activities?			4 66.7%	1 16.7%		1 16.7%
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?		1 16.7%	3 50.0%	2 33.3%		
4. Providing needed student experiential background for increased perceptual and intellectual development?	1 16.7%		3 50.0%	2 33.3%		
5. Providing students basic first-hand contact and experience with various cultural and enrichment offerings in the area?	1 16.7%		3 50.0%	2 33.3%		

1. During the 1967-68 school year, did any classes participate in any Cultural Enrichment Study Tours? 6 Yes ☐ No
100.0%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 5 below:	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how effective have the Cultural Enrichment Study Tours been to students in: 2. Stimulating student interest in the arts and other cultural activities?			2 33.3%	4 66.7%		
3. Increasing student awareness of the educational and cultural offerings of both local and extended communities?			2 33.3%	4 66.7%		
4. Providing needed student experiential background for increased perceptual and intellectual development?		1 16.7%	1 16.7%	4 66.7%		
5. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?			2 33.3%	4 66.7%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District Organized ESEA Inservice Activities been to the staff in· 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?		1 16.7%	4 66.7%	1 16.7%		
2. Developing greater proficiency in the use of new instructional materials and equipment?		2 33.3%	3 50. 0%	1 16.7%		
3. Providing opportunities to observe new teaching techniques?		2 33.3%	3 50.0%	1 16.7%		
4. Providing opportunities for the exchange and/or development of successful ideas and teaching techniques?	1 16.7%	2 33.3%	2 33.3%	1 16.7%		

Please check the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the School-Site Inservice Activities been to the staff in: 1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?			3 50.0%	3 50.0%		
2. Developing greater proficiency in the use of new instructional materials and equipment?			3 50.0%	3 50.0%		
3. Providing opportunities to observe new teaching techniques?			3 50.0%	3 50.0%		
4. Providing opportunities for the exchange and/or development of successful ideas?			3 50.0%	3 50.0%		

In reviewing the Total Compensatory Program of Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the effectiveness of the ESEA Program during the 1967-68 school year. Please respond to every item.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, what effect do you feel the Total ESEA Compensatory Program of Services at your school has had in:						
1. Reducing student/teacher ratios?		1 16.7%	2 33.3%	3 50.0%		
2. Providing greater opportunities to identify and/or diagnose early learning problems?			4 66.7%	2 33.3%		
3. Increasing opportunities for individualized instruction?	—	1 16.7%	3 50.0%	2 33.3%		
4. Raising student achievement levels as measured by standardized test scores?		1 16.7%	2 33.3%	2 33.3%	1 16.7%	
5. Improving individual student adjustment?			3 50.0%	3 50.0%		
6. Producing noticeable positive changes in pupil attitudes?		1 16.7%	2 33.3%	3 50.0%		
7. Improving student attendance patterns?		1 16.7%	1 16.7%	2 33.3%	2 33.3%	
8. Reducing the number of major discipline referrals (fighting, etc.)?			2 33.3%	4 66.7%		
9. Reducing the number of minor classroom rule infractions?			4 66.7%	2 33.3%		
10. Improving teacher classroom control and management?		1 16.7%	2 33.3%	3 50.0%		
11. Increasing parent awareness and understanding of the nature of school programs?			4 66.7%	2 33.3%		
12. Improving teacher morale?		2 33.3%	1 16.7%	3 50.0%		

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Services Needed	Present Services Adequate	More Services Needed	No Opinion	**No Response**
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		1 16.7%	5 83.3%		
2. Remedial Reading Workshop			6 100.0%		
3. Research Department Psychologist		1 16.7%	4 66.7%		1 16.7%
4. Consultant in Individual Guidance			6 100.0%		
5. Teacher Assistant in Reading Development		2 33.3%	3 50.0%		1 16.7%
6. School Librarian		1 16.7%	4 66.7%		1 16.7%
7. School Nurse		2 33.3%	3 50.0%		1 16.7%
8. Teacher Aides		4 66.7%	2 33.3%		
9. Instructional Equipment, Books and Supplies		1 16.7%	5 83.3%		
10. Cultural Enrichment Activities - On-Site		2 33.3%	4 66.7%		
11. Cultural Enrichment Activities - Study Tours		4 66.7%	2 33.3%		
12. Inservice Activities - Centrally Organized by District ESEA Office	1 16.7%	2 33.3%	3 50.0%		
13. Inservice Activities - On-Site		1 16.7%	4 66.7%		

Please add any comments you may have concerning the Compensatory Education Services at your school during the 1967-68 school year:

Strengths:

Weaknesses:

Suggestions for Improvements:

Other:

FMM:im
4/8/68

APPENDIX I-B-14

OAKLAND PUBLIC SCHOOLS
Research Department

READING TEACHER/CLASSROOM TEACHER EVALUATION OF READING SKILLS

Student Name ______________________ ☐ Boy ☐ Girl
Grade __________
Date __________

(Check) ☐ Classroom Teacher: ☐ Reading Teacher:
Name ______________________
School ______________________

Please check (✓) the appropriate boxes below.	Shown No Improvement	Shown Little Improvement	Shown Some Improvement	Shown Marked Improvement	Have Not Observed	Does Not Apply
Since the beginning of the school year this pupil's -						
1. Utilization of a variety of word attack skills has -						
2. Skill at word recognition has -						
3. Understanding of word meaning has -						
4. Comprehension of what he reads has -						
5. Skill at reading independently has -						
6. Use of time provided for voluntary reading has -						
7. Skill in reading for a variety of purposes such as -						
A. Reading for appreciation has -						
B. Reading to locate information has -						
C. Reading to identify main ideas has -						
D. Reading for critical evaluation has -						
8. Desire to learn to read has -						
9. Interest in recreational reading has -						
10. General attitude toward school has -						
11. Interest in using the school library has -						
12. Confidence in reading has -						

JJW:im
11/30/67

OAKLAND PUBLIC SCHOOLS
Research Department

JUNIOR HIGH SCHOOL SELF-RATING FORM

____ ____________ ________
LAST Name First Name Middle Initial School Date

PART I

Listed below in items A-Q are a number of skills taught in schools. Please rate yourself by picking one of the five choices below for each item.

1. POOR (I have almost no skill in this area.)
2. BELOW AVERAGE (I consider myself weak in this skill.)
3. AVERAGE (I feel I'm of average ability.)
4. ABOVE AVERAGE (I'm not perfect in this skill, nor do I make many errors.)
5. VERY GOOD (If I were a teacher, I'd rate myself 'A' in this skill).

Rate yourself by writing the number 1, 2, 3, 4 or 5 in the blank to the left of each item. Rate your ability to . . .

____ A. understand and follow written directions.
____ B. understand what you read.
____ C. write paragraphs.
____ D. study.
____ E. capitalize and punctuate.
____ F. explain your thoughts when making a speech before classmates.
____ G. use the library.
____ H. write compositions such as themes, essays, poetry or stories.
____ I. read quickly.
____ J. solve arithmetic word problems.
____ K. understand and follow directions given aloud by teachers.
____ L. explain your thoughts when talking casually with classmates.
____ M. write sentences.
____ N. take helpful notes in class or when you are reading.
____ O. write letters.
____ P. explain your thoughts when talking casually with adults.
____ Q. spell.
____ R. How do you rate yourself as a student? Consider all the skills (items A-Q) listed above. Pick from the same 1, 2, 3, 4 or 5 choices you used above.

PART II

Items A-F are made up of statements or questions followed by five possible answers, each of which are listed as either 1, 2, 3, 4 or 5. Pick the answer that best describes you and write it in the blank.

EXAMPLE:____ How much do you weigh?
1. less than 90 lbs. 2. 90 to 109 lbs. 3. 110 to 129 lbs.
4. 130 to 150 lbs. 5. more than 150 lbs.

If you weigh 134 lbs., the correct answer is 4. Therefore, you must mark the item as follows:

_4_ How much do you weigh?

____ A. During a school month I am usually tardy . . .

1. 16 or more times.
2. 11 to 15 times.
3. 6 to 10 times.
4. 1 to 5 times.
5. never.

____ B. How much time do you usually study or do homework before the school day begins or after it is over?
1. No time.
2. 1 to 15 minutes.
3. 16 to 30 minutes.
4. 31 minutes to one hour.
5. More than one hour.

____ C. How sure are you that you will graduate from high school?
1. I definitely will.
2. I'm fairly sure.
3. I don't know.
4. I may not.
5. I definitely will not.

____ D. What plans have you made about what you will do after high school?
1. I have made no plans.
2. I will continue my education.
3. I will work.
4. I will enter a branch of the Armed Services.
5. Other plans; please explain ____________________________

____

____ E. If you plan to continue your education after high school, do you plan to . . .
1. attend a technical school.
2. attend a junior college only.
3. attend a junior college, then transfer to a four-year college/university.
4. attend a four year college or university.
5. I do not plan to continue my education.

____ F. If high school requirements, grades, money and other problems were not to be considered and you were free to pick any sort of after high school education you wanted, would you plan to . . .
1. attend a technical school.
2. attend a junior college only.
3. attend a junior college, then transfer to a four-year college/university.
4. attend a four-year college or university.
5. I would not continue my education.

PART III

Each of the remaining items asks you to write in the blank, the name of a job or occupation that best answers the particular item as far as you are concerned. If you cannot think of the name of the job or occupation that best answers the item for you, a brief description of what this type of worker does will be all right.

A. If you plan to work soon after you finish high school, what type of work do you really plan to do?

____

B. If you plan to work soon after you finish high school, and you could have any job you wanted, what type of work would you do?

____

C. What type of work do you actually think you will do during most of your working years?

____

D. What type of work would you do during most of your working years if you could have any job you wanted?

____

E. What sort of work do your parents think you will do?

____

WBW:im
11/13/67

ESEA ADMINISTRATOR QUESTIONNAIRE - JUNIOR HIGH SCHOOL

OAKLAND PUBLIC SCHOOLS, Research Department, Spring 1968

School ESEA Junior High
Total 6

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Thank you.

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
During the 1967-68 school year, how helpful has the reduction of the English teacher's assignment to four classes been in providing increased opportunity:						
1. For team planning?				6 100.0%		
2. To plan for and develop innovative classroom methods?			2 33.3%	4 66.7%		
3. To plan for and develop effective curricular and instructional materials?			2 33.3%	4 66.7%		
4. For teacher-student interaction?			1 16.7%	4 66.7%	1 16.7%	

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
During the 1967-68 school year, how helpful have the following items, related to the Reading Assistant for each pair of English teachers (Three-on-Two Plan) been in promoting increased opportunity:						
1. For individual or small-group instruction?				6 100.0%		
2. To develop innovative classroom methods?			2 33.3%	4 66.7%		
3. To develop effective curricular and instructional materials?			2 33.3%	4 66.7%		
4. For teacher-student interaction?			1 16.7%	5 83.3%		

Adm.

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	
During the 1967-68 school year, how valuable have the services of Teacher Aide(s) been to the staff in:						
1. Performing various clerical tasks (taking roll, etc.)?			1 16.7%	3 50.0%	2 33.3%	
2. Preparing materials (displays, bulletin boards, etc.)?			1 16.7%	2 33.3%	3 50.0%	
3. Supervising individual and small-group activities?				4 66.7%	2 33.3%	
4. Encouraging students to communicate orally?			1 16.7%	3 50.0%	2 33.3%	
5. Guiding students through example?			3 50.0%	1 16.7%	2 33.3%	
6. Encouraging students to use materials correctly?			1 16.7%	3 50.0%	2 33.3%	
7. Assisting in the use of equipment and supplies?			2 33.3%	2 33.3%	2 33.3%	
8. Increasing communication between the home and the school?		1 16.7%	2 33.3%	1 16.7%	2 33.3%	
9. Helping students conduct teacher-assigned research?		1 16.7%	1 16.7%	1 16.7%	3 50.0%	
10. Tutoring students?			3 50.0%	1 16.7%	2 33.3%	

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful has the Teacher Assistant for Language Development been to the staff during the 1967-68 school year in:						
1. Coordinating the development of the reading and language program in your school?				5 83.3%	1 16.7%	
2. Innovating new instructional approaches, materials, and teaching methods?				5 83.3%	1 16.7%	
3. Planning and coordinating cultural enrichment activities?				5 83.3%	1 16.7%	
4. Ordering and maintaining supplies, materials, and equipment?				4 66.7%	2 33.3%	
5. Providing inservice experiences?			1 16.7%	4 66.7%	1 16.7%	
6. Coordinating the services of the teacher aides?				4 66.7%	2 33.3%	

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
How much effect have the following items, related to the specially equipped Reading Laboratory, had in promoting student learning during the 1967-68 school year:						
1. Providing for increased individual or small-group instruction?				5 83.3%	1 16.7%	
2. Provision of equipment for specialized services?				4 66.7%	2 33.3%	
Please check (✓) the appropriate box at the right.	**No Help**	**Little Help**	**Some Help**	**Much Help**	**Don't Know**	
How helpful has the Instructional Media Specialist been to the staff during the 1967-68 school year in the development of the reading and language program in terms of:						
1. Coordinating materials with the language and reading program?			1 16.7%	5 83.3%		
2. Fostering the development of innovative instructional aids for use in the classroom?			2 33.3%	4 66.7%		
3. Coordinating and supervising special audio-visual presentations?			1 16.7%	5 83.3%		
4. Securing new materials which illustrate the many contributions of minority groups?			2 33.3%	4 66.7%		
5. Expanding the library program in terms of availability for use?			1 16.7%	5 83.3%		
Please check (✓) the appropriate box at the right.	**No Help**	**Little Help**	**Some Help**	**Much Help**	**Don't Know**	**No Response**
During the 1967-68 school year, how helpful have the services of the school nurse been in:						
1. Assisting students to secure needed health services?				5 83.3%		1 16.7%
2. Providing health education to encourage desirable pupil health standards?			2 33.3%	3 50.0%		1 16.7%
3. Providing an increased concentration of visual and auditory screening services as an aid in reducing problems affecting student achievement?				5 83.3%		1 16.7%
4. Following up on health recommendations and referrals?				5 83.3%		1 16.7%
5. Assisting to identify students in need of health services or other assistance?				5 83.3%		1 16.7%

1. During the 1967-68 school year, did you request the services of the Research Department Psychologist? Yes 5 83.3% No 1 16.7%
2. During the 1967-68 school year, did you receive the services of the Research Department Psychologist? Yes 5 83.3% No 1 16.7%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 6 below:

3. Would you have liked more assistance from the Research Department Psychologist? N.R. 1 20.0% Yes 3 60.0 No 1 20.0%

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in:						
4. Interpreting data obtained from psychological testing?			2 40.0%	3 60.0%		
5. Interpreting individual student's learning problems?			1 20.0%	3 60.0%	1 20.0%	
6. Providing inservice training on psychological problems related to learning?	1 20.0%		3 60.0%	1 20.0%		

1. During the 1967-68 school year, did you request the services of the Individual Guidance Consultant? Yes 6 100% No ☐
2. During the 1967-68 school year, did you receive the services of the Individual Guidance Consultant? Yes 6 100% No ☐

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 10 below:

3. Would you have liked more assistance from the Individual Guidance Consultant? N.R. 1 16.7% Yes 3 50.0% No 2 33.3%

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	
How helpful, during the 1967-68 school year, has the Individual Guidance Consultant been to the staff in:						
4. Assisting you to understand student's behavior?		1 16.7%	3 50.0%	2 33.3%		
5. Planning useful steps in working with students?			3 50.0%	3 50.0%		
6. Channeling the student's efforts toward better achievement and behavior?			4 66.7%	2 33.3%		
7. Helping you to feel more secure or comfortable in working with students?		1 16.7%	4 66.7%	1 16.7%		
8. Facilitating communication with hard-to-reach parents?		1 16.7%	3 50.0%	2 33.3%		
9. Securing helpful community services?			2 33.3%	4 66.7%		
10. Assisting with the development of special plans or programming for individual students?			3 50.0%	3 50.0%		

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know
During the 1967-68 school year, how much effect have the following Counseling services had in promoting student learning and adjustment:					
1. Group counseling sessions?		2 33.3%	3 50.0%		1 16.7%
2. Increased individualized services to students?			3 50.0%	2 33.3%	1 16.7%
3. Increased student-counselor interaction?			3 50.0%	3 50.0%	
4. Increased teacher-counselor interaction?			3 50.0%	3 50.0%	
5. Increased parent-counselor interaction?			4 66.7%	2 33.3%	

Please check (✓) the appropriate box at the right.		No Help	Little Help	Some Help	Much Help	Don't Know
During the 1967-68 school year, how helpful have the District Organized and School-Site Organized inservice activities and meetings been to the staff in:	Inservice Organizer					
1. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	District		1 16.7%	3 50.0%	1 16.7%	1 16.7%
	School-Site			1 16.7%	4 66.7%	1 16.7%
2. Developing greater proficiency in the use of new instructional materials and equipment?	District		2 33.3%	3 50.0%		1 16.7%
	School-Site			2 33.3%	3 50.0%	1 16.7%
3. Providing opportunities to observe new teaching techniques?	District	1 16.7%	1 16.7%	3 50.0%		1 16.7%
	School-Site	1 16.7%		1 16.7%	3 50.0%	1 16.7%
4. Providing opportunities for the exchange and/or development of ideas?	District		2 33.3%	3 50.0%		1 16.7%
	School-Site			2 33.3%	3 50.0%	1 16.7%

Please check (✓) the appropriate box at the right.		No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how much effect has the Cultural Enrichment Program had in providing students with:	Type of Activity						
1. An increased awareness of economic aspects of the community?	Excursions		1 16.7%	1 16.7%	3 50.0%	1 16.7%	
	On-Site		1 16.7%	2 33.3%	2 33.3%	1 16.7%	
2. An increased awareness of educational opportunities?	Excursions		1 16.7%		5 83.3%		
	On-Site		1 16.7%	1 16.7%	3 50.0%		1 16.7%
3. An increased awareness of vocational alternatives?	Excursions		1 16.7%	2 33.3%	3 50.0%		
	On-Site		1 16.7%	3 50.0%	2 33.3%		
4. An increased awareness of art, music, drama and other cultural aspects of the community?	Excursions			2 33.3%	4 66.7%		
	On-Site			2 33.3%	4 66.7%		
5. Needed experiential background for increased perceptual and intellectual development?	Excursions			1 16.7%	4 66.7%	1 16.7%	
	On-Site			1 16.7%	4 66.7%	1 16.7%	

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Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	
In reviewing the 1967-68 school year, how much effect do you feel the Total ESEA Compensatory Program of Services at your school has had in:						
1. Reducing language arts student/teacher ratios?			1 16.7%	5 83.3%		
2. Increasing opportunities for individualized instruction?			1 16.7%	5 83.3%		
3. Improving individual student adjustment?			3 50.0%	3 50.0%		
4. Producing noticeable positive changes in pupil attitudes?		1 16.7%	3 50.0%	2 33.3%		
5. Improving student attendance patterns?		1 16.7%	4 66.7%	1 16.7%		
6. Reducing the number of major discipline referrals (fighting, discipline, etc.)?		1 16.7%	3 50.0%	2 33.3%		
7. Reducing the number of minor classroom rule infractions?		1 16.7%	3 50.0%	1 16.7%	1 16.7%	
8. Improving teacher classroom control and management?		1 16.7%	2 33.3%	3 50.0%		
9. Increasing parent awareness and understanding of the nature of school programs?			5 83.3%	1 16.7%		

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Service Needed	Present Service Adequate	More Service Needed	No Opinion	
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		3 50.0%	3 50.0%		
2. Nurse and Program of Health Services		2 33.3%	4 66.7%		
3. Reading Laboratories		3 50.0%	2 33.3%	1 16.7%	
4. Teacher Assistant in Language Development		5 83.3%		1 16.7%	
5. Instructional Media Specialist		4 66.7%	1 16.7%	1 16.7%	
6. Consultant in Individual Guidance		4 66.7%	2 33.3%		
7. Research Department Psychologist		2 33.3%	4 66.7%		
8. Instructional Equipment, Books and Supplies		3 50.0%	3 50.0%		
9. Cultural Enrichment Activities - On Site		4 66.7%	2 33.3%		
10. Cultural Enrichment Activities - Study Tours		2 33.3%	4 66.7%		
11. Inservice Activities - Centrally Organized by District ESEA Office		3 50.0%	3 50.0%		
12. Inservice Activities - On Site		3 50.0%	1 16.7%	2 33.3%	
13. Attendance Supervisor		1 16.7%	5 83.3%		
14. Teacher Aides		2 33.3%	3 50.0%	1 16.7%	
15. Counseling Services		4 66.7%	2 33.3%		
16. Clerical Assistance		4 66.7%	1 16.7%	1 16.7%	

Please add any comments you may have concerning the ESEA Compensatory Education Program---other than Supportive Services, which are covered on the next page---as it exists at your school during the 1967-68 school year.

Strengths

Weaknesses

Suggestions for Improvement

Other

Please indicate in what specific ways the ESEA Supportive Services (i.e., Counseling, D.I.G., Health, Instructional Media Specialist, Psychological Testing, Attendance Supervision, Clerical, etc.) have been of service to you during the 1967-68 school year.

Please indicate in what specific ways the above-mentioned ESEA Supportive Services could be improved?

WBW:im 4/30/68

ESEA TEACHER QUESTIONNAIRE - JUNIOR HIGH SCHOOL

OAKLAND PUBLIC SCHOOLS, Research Department, Spring 1968

Please check one of the following categories to indicate your assignment:

School ESEA Junior High

Regular Classroom Teacher 24 (63.2%)   Swing Teacher 10 (26.3%)   TALD 3 (7.9%)   1 NR (2.6%)

Total 38

Please indicate when you were first assigned to an ESEA school:

2 NR (5.3%)   February, 1966 19 (50.0%)   September, 1966 2 (5.3%)   September, 1967 3 (7.9%)   Other 12 (31.6%)   If "Other," When? ____________

Regardless of your teaching assignment, please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Thank you.

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the reduction of the English teacher's assignment to four classes been in providing increased opportunity:						
1. For team planning?	2 5.3%	2 5.3%	9 23.7%	25 65.8%		
2. To plan for and develop innovative classroom methods?	3 7.9%	2 5.3%	13 34.2%	18 47.4%		2 5.3%
3. To plan for and develop effective curricular and instructional materials?	2 5.3%	4 10.5%	10 26.3%	20 52.6%		2 5.3%
4. For teacher-student interaction?	3 7.9%	2 5.3%	12 31.6%	17 44.7%	1 2.6%	3 7.9%

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the following items related to the Reading Assistant for each pair of English teachers (Three-on-Two Plan) been in promoting increased opportunity:						
1. For individual or small-group instruction?		1 2.6%	14 36.8%	23 60.5%		
2. To develop innovative classroom methods?	1 2.6%	5 13.2%	18 47.4%	14 36.8%		
3. To develop effective curricular and instructional materials?	1 2.6%	3 7.9%	18 47.4%	15 37.5%	1 2.6%	
4. For teacher-student interaction?		2 5.3%	14 36.8%	22 57.9%		

1. During the 1967-68 school year, did you have a Teacher Aide(s) under your direct supervision? Yes [33] 86.8% No [5] 13.2%

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 11 below: If your Aide did not perform a particular service, please check "Don't Know" for that service.	No Value	Little Value	Some Value	Much Value	Don't Know	No Response
During the 1967-68 school year, how valuable have the services of your Teacher Aide(s) been to you in: 2. Performing various clerical tasks (taking roll, etc.)?			5 15.2%	26 78.8%	1 3.0%	1 3.0%
3. Preparing materials (displays, bulletin boards, etc.)?	1 3.0%	3 9.1%	9 27.3%	15 45.5%	5 15.2%	
4. Supervising individual and small group activities?	2 6.1%	5 15.2%	2 6.1%	22 66.7%	2 6.1%	
5. Encouraging students to communicate orally?	3 9.1%	3 9.1%	10 30.3%	12 36.4%	5 15.2%	
6. Guiding students through example?	2 6.1%	4 12.1%	11 33.3%	15 45.5%	1 3.0%	
7. Encouraging students to use materials correctly?	2 6.1%	3 9.1%	9 27.3%	19 57.6%		
8. Assisting in the use of equipment and supplies?	2 6.1%	2 6.1%	4 12.1%	25 75.8%		
9. Increasing communication between the home and the school?	4 12.1%	4 12.1%	10 30.3%	11 33.3%	4 12.1%	
10. Helping students conduct teacher assigned research?	2 6.1%	2 6.1%	10 30.3%	16 48.5%	3 9.1%	
11. Tutoring students?	1 3.0%	4 12.1%	11 33.3%	16 48.5%		1 3.0%

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Teacher Assistant for Language Development been to you during the 1967-68 school year in: 1. Coordinating the development of the reading and language program in your school?		2 5.3%	10 26.3%	22 57.9%	2 5.3%	2 5.3%
2. Innovating new instructional approaches, materials, and teaching methods?	1 2.6%	4 10.5%	14 36.8%	15 39.5%	2 5.3%	2 5.3%
3. Planning and coordinating cultural enrichment activities?	1 2.6%		6 15.8%	28 73.7%	1 2.6%	2 5.3%
4. Ordering and maintaining supplies, materials, and equipment?	1 2.6%		9 23.7%	24 63.2%	2 5.3%	2 5.3%
5. Providing inservice experiences?	1 2.6%	7 18.4%	8 21.1%	19 50.0%	1 2.6%	2 5.3%
6. Coordinating the services of the teacher aides?		1 2.6%	6 15.8%	25 60.5%	5 13.2%	3 7.9%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
How much effect have the following items, related to the specially equipped Reading Laboratory, had in promoting student learning during the 1967-68 school year: 1. Providing for increased individual or small-group instruction?			12 31.6%	24 63.2%	2 5.3%	
2. Provision of equipment for specialized services?		4 10.5%	14 36.8%	15 39.5%	4 10.5%	1 2.6%

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful has the Instructional Media Specialist been to you during the 1967-68 school year in the development of the reading and language program in terms of: 1. Coordinating materials with the language and reading program?	1 2.6%	2 5.3%	13 34.2%	20 52.6%	2 5.3%	
2. Fostering the development of innovative instructional aids for use in the classroom?	2 5.3%	3 7.9%	8 21.1%	24 63.2%	1 2.6	
3. Coordinating and supervising special audio-visual presentations?	2 5.3%	1 2.6%	4 10.5%	29 76.3%	2 5.3%	
4. Securing new materials which illustrate the many contributions of minority groups?	2 5.3%	3 7.9%	8 21.1%	24 63.2%	1 2.6%	
5. Expanding the library program in terms of availability for use?	1 2.6%	2 5.3%	6 15.8%	28 73.7%	1 2.6%	

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the services of the school nurse been in: 1. Assisting students to secure needed health services?	1 2.6%		9 23.7%	14 36.8%	14 36.8%	
2. Providing health education to encourage desirable pupil health standards?	1 2.6%	1 2.6%	10 26.3%	10 26.3%	16 42.1%	
3. Providing an increased concentration of visual and auditory screening services as an aid in reducing problems affecting student achievement?		2 5.3%	10 26.3%	10 26.3%	16 42.1%	
4. Following up on health recommendations and referrals?			8 21.1%	14 36.8%	16 42.1%	
5. Assisting to identify students in need of health services or other assistance?			6 15.8%	15 39.5%	17 44.7%	

1. During the 1967-68 school year, did you request the services of the Research Department Psychologist? Yes 24 63.2% No 11 28.9%

No Response -3 7.9%

2. During the 1967-68 school year, did you receive the services of the Research Department Psychologist? Yes 29 76.3% No 9 23.7%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 6 below:

3. Would you have liked more assistance from the Research Department Psychologist? 17.2% NR 5 79.3% Yes 23 3.4% No 1

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to you in: 4. Interpreting data obtained from psychological testing?	1 3.4%	4 13.8%	11 37.9%	11 37.9%	2 6.9%	
5. Interpreting individual student's learning problems?	2 6.9%	3 10.3%	8 27.6%	14 48.3%	2 6.9%	
6. Providing inservice training on psychological problems related to learning?	6 20.7%	4 13.8%	5 17.2%	11 37.9%	3 10.3%	

1. During the 1967-68 school year, did you request the services of the Individual Guidance Consultant? Yes 20 52.6% No 14 36.9%

No Response -4 10.5%

2. During the 1967-68 school year, did you receive the services of the Individual Guidance Consultant? Yes 22 57.9% No 16 42.1%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 10 below:

3. Would you have liked more assistance from the Individual Guidance Consultant? 40.9% NR 9 59.1% Yes 13 No ☐

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful, during the 1967-68 school year, has the Individual Guidance Consultant been to you in: 4. Assisting you to understand student's behavior?		4 18.2%	5 22.7%	13 59.1%		
5. Planning useful steps in working with students?		6 27.3%	7 31.8%	7 31.8%	1 4.5%	1 4.5%
6. Channeling the student's efforts toward better achievement and behavior?	1 4.5%	3 13.6%	8 36.4%	7 31.8%	3 13.6%	
7. Helping you to feel more secure or comfortable in working with students?	1 4.5%	6 27.3%	5 22.7%	10 45.5%		
8. Facilitating communication with hard-to-reach parents?	5 22.7%	4 18.2%	4 18.2 %	4 18.2%	4 18.2%	1 4.5%
9. Securing helpful community services?	4 18.2%	3 13.6%	3 13.6%	4 18.2%	8 36.4%	
10. Assisting with the development of special plans or programming for individual students?	2 9.1%	2 9.1%	3 13.6%	7 31.8%	7 31.8%	1 4.5%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how much effect have the following Counseling services had in promoting student learning and adjustment: 1. Group counseling sessions?	7 18.4%	1 2.6%	5 13.2%	4 10.5%	19 50.0%	2 5.3%
2. Increased individualized services to students?	5 13.2%	7 18.4%	8 21.1%	5 13.2%	11 28.9%	2 5.3%
3. Increased student-counselor interaction?	3 7.9%	3 7.9%	10 26.3%	5 13.2%	14 36.8%	3 7.9%
4. Increased teacher-counselor interaction?	4 10.5%	7 18.4%	12 31.6%	6 15.8%	8 21.1%	1 2.6%

1. During the 1967-68 school year, did you participate in the planning of any District or School-Site inservice activities or meetings?	NR 2 5.3%	Yes 22 57.9%	No 14 36.8%
2. Did you have the opportunity to participate as much as you desired in the planning of inservice activities or meetings	NR 5 13.2%	Yes 17 44.7%	No 16 42.1%

Please check (✓) the appropriate box at the right.		No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful have the District Organized and School-Site Organized inservice activities and meetings been to you in:	Inservice Organizer						
3. Providing opportunities to examine, evaluate and select new instructional materials and equipment?	District	9 23.7%	5 13.2%	14 36.8%	4 10.5%	1 2.6%	5 13.2%
	School-Site	4 10.5%	8 21.1%	10 26.3%	13 34.2%		3 7.9%
4. Developing greater proficiency in the use of new instructional materials and equipment?	District	10 26.3%	8 21.1%	9 23.7%	5 13.2%	2 5.3%	4 10.5%
	School-Site	5 13.2%	11 28.9%	9 23.7%	10 26.3%		3 7.9%
5. Providing opportunities to observe new teaching techniques?	District	12 31.6%	9 23.7%	6 15.8%	2 5.3%	4 10.5%	5 13.2%
	School-Site	9 23.7%	10 26.3%	8 21.1%	6 15.8%	3 7.9%	2 5.3%
6. Providing opportunities for the exchange and/or development of ideas?	District	10 26.3%	5 13.2%	7 18.4%	7 18.4%	3 7.9%	6 15.8%
	School-Site	4 10.5%	7 18.4%	13 34.2%	10 26.3%	1 2.6%	3 7.9%

Please check (✓) the appropriate box at the right.		No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
During the 1967-68 school year, how much effect has the Cultural Enrichment Program had in providing students with:	Type of Activity						
1. An increased awareness of economic aspects of the community?	Excursions	4 10.5%	5 13.2%	11 28.9%	12 31.6%	5 13.2%	1 2.6%
	On-Site	6 15.8%	7 18.4%	10 26.3%	6 15.8%	6 15.8%	3 7.9%
2. An increased awareness of educational opportunities?	Excursions		3 7.9%	15 39.5%	16 42.1%	3 7.9%	1 2.6%
	On-Site		4 10.5%	20 52.6%	11 28.9%	2 5.3%	1 2.6%
3. An increased awareness of vocational alternatives?	Excursions	2 5.3%	3 7.9%	11 28.9%	16 42.1%	5 13.2%	1 2.6%
	On-Site		4 10.5%	16 42.1%	15 39.5%	2 5.3%	1 2.6%
4. An increased awareness of art, music, drama and other cultural aspects of the community?	Excursions	3 7.9%	3 7.9%	10 26.3%	19 50.0%	2 5.3%	1 2.6%
	On-Site	4 10.5%	4 10.5%	14 36.8%	10 26.3%	4 10.5%	2 5.3%
5. Needed experiential background for increased perceptual and intellectual development?	Excursions	1 2.6%	2 5.3%	14 36.8%	11 28.9%	7 18.4%	3 7.9%
	On-Site	1 2.6%	4 10.5%	13 34.2%	8 21.1%	7 18.4%	5 13.2%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No Response
In reviewing the 1967-68 school year, how much effect do you feel the Total ESEA Compensatory Program of Services at your school has had in: 1. Reducing language arts student/teacher ratios?		1 2.6%	11 28.9%	23 60.5%	1 2.6%	2 5.3%
2. Increasing opportunities for individualized instruction?		4 10.5%	13 34.2%	20 52.6%	1 2.6%	
3. Improving individual student adjustment?	1 2.6%	3 7.9%	13 34.2%	19 50.0%	2 5.3%	
4. Producing noticeable positive changes in pupil attitudes?	2 5.3%	4 10.5%	16 42.1%	13 34.2%	3 7.9%	
5. Improving student attendance patterns?	5 13.2%	7 18.4%	13 34.2%	6 15.8%	7 18.4%	
6. Reducing the number of major discipline referrals (fighting, discipline, etc.)?	3 7.9%	7 18.4%	18 47.4%	6 15.8%	4 10.5%	
7. Reducing the number of minor classroom rule infractions?	3 7.9%	11 28.9%	8 21.1%	12 31.6%	4 10.5%	
8. Improving teacher classroom control and management?	1 2.6%	3 7.9%	16 42.1%	14 36.8%	3 7.9%	1 2.6%
9. Increasing parent awareness and understanding of the nature of school programs?	6 15.8%	4 10.5%	12 31.6%	6 15.8%	9 23.7%	1 2.6%

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Service Needed	Present Service Adequate	More Service Needed	No Opinion	No Response
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		10 26.3%	28 73.7%		
2. Nurse and Program of Health Services		9 23.7%	20 52.6%	9 23.7%	
3. Reading Laboratories	1 2.6%	18 47.4%	19 50.0%		
4. Teacher Assistant in Language Development	1 2.6%	22 57.9%	12 31.6%	2 5.3%	1 2.6%
5. Instructional Media Specialist	1 2.6%	23 60.5%	14 36.8%		
6. Consultant in Individual Guidance	1 2.6%	7 18.4%	26 68.4%	4 10.5%	
7. Research Department Psychologist	2 5.3%	6 15.8%	26 68.4%	4 10.5%	
8. Instructional Equipment, Books and Supplies	1 2.6%	5 13.2%	32 84.2%		
9. Cultural Enrichment Activities - On Site	1 2.6%	4 10.5%	33 86.8%		
10. Cultural Enrichment Activities - Study Tours		8 21.1%	30 78.9%		
11. Inservice Activities - Centrally Organized by District ESEA Office	5 13.2%	10 26.3%	22 57.9%	1 2.6%	
12. Inservice Activities - On Site	1 2.6%	9 23.7%	27 71.1%	1 2.6%	
13. Attendance Supervisor		10 26.3%	24 63.2%	4 10.5%	
14. Teacher Aides	1 2.6%	15 39.5%	19 50.0%	3 7.9%	
15. Counseling Services		4 10.5%	32 84.2%	2 5.3%	
16. Clerical Assistance		14 36.8%	22 57.9%	2 5.3%	

Please add any comments you may have concerning the ESEA Compensatory Education Program---other than Supportive Services, which are covered on the next page---as it exists at your school during the 1967-68 school year.

Strengths

Weaknesses

Suggestions for Improvement

Other

Please indicate in what specific ways the ESEA Supportive Services (i.e., Counseling, D.I.G., Health, Instructional Media Specialist, Psychological Testing, Attendance Supervision, Clerical, etc.) have been of service to you during the 1967-68 school year.

Please indicate in what specific ways the above-mentioned ESEA Supportive Services could be improved?

WBW:im 4/30/68

OAKLAND PUBLIC SCHOOLS
Research Department

_______________ School

3-on-2 STAFF INTERVIEW

An attempt is being made this year to gather reactions from teachers relative to the ESEA Three-on-Two Teaching Plan. To accomplish this end, each of the junior high school teachers involved in the 3-on-2 Program are being interviewed.

We want to assure annonymity of response on the interview. However, in order to group the responses in some reasonable fashion we would like to ask you to indicate whether you are a regular classroom teacher or a swing teacher. Regular classroom teachers are defined as those teachers assigned to teach in a single classroom, while "swing" teachers are defined as those individuals who move from room to room assisting the regular classroom teacher by giving individual or small group instruction, etc.

Regular ☐ Swing ☐

* * * * * * * * * * *

1. Do you feel adequately informed regarding the various components of the ESEA Compensatory Education Program as it now exists in your school?

A. Yes
B. No
C. Don't Know
D. No Response

☐

2. What is your opinion concerning the long-range effects of the ESEA reading and language program at your school relative to changes in student reading and language achievement? Do you feel that achievement in these areas will:

A. Increase significantly
B. Increase moderately
C. Neither increase nor decrease
D. Decrease moderately
E. Decrease significantly
F. Don't know
G. No response

☐

3. What is your opinion of the Three-on-Two Teaching Plan as it now operates in this school? Would you say that this program is very helpful, somewhat helpful, of little help, or of no help to students?

A. Very helpful
B. Somewhat helpful
C. Of little help
D. Of no help
E. Don't know
F. No response

☐

4. Would you say that the Three-on-Two Teaching Plan has been more effective for classroom instruction than a single-teacher classroom plan would have been?

A. Yes
B. No
C. Don't know
D. No response

☐

5. How effective has the Three-on-Two Plan been in providing a satisfactory teacher-pupil ratio in the classroom?

A. Very effective	E. Very ineffective	
B. Somewhat effective	F. Don't know	☐
C. Neither effective nor ineffective	G. No response	
D. Somewhat ineffective		

6. How effective has the Three-on-Two Plan been in providing opportunities for individual and small-group instruction?

A. Very effective	E. Don't know	
B. Somewhat effective	F. No response	☐
C. Somewhat ineffective		
D. Very ineffective		

7. How effective has the Three-on-Two Plan been in providing opportunities for planning and implementing new instructional techniques?

A. Very effective	D. Very ineffective	
B. Somewhat effective	E. Don't know	☐
C. Somewhat ineffective	F. No response	

8. Since the initiation of the ESEA program into the curriculum of selected schools, additional supplementary equipment, books, and supplies have been provided for these schools. Do you feel that you have been adequately informed as to the nature and use of the ESEA supplementary equipment, books, and supplies available at this school?

A. Yes	C. Don't know	
B. No	D. No response	☐

9. What effect do you feel the total ESEA Program of services has had in producing noticeable positive changes in student attitudes, interests, and academic achievement? Would you say that this program has had:

A. Much effect	D. No effect	
B. Some effect	E. Don't know	☐
C. Little effect	F. No response	

10. Would you tell me what some of the things that you, as a teacher, can do under the Three-on-Two Plan that you would not be able to do under a single-teacher classroom plan.

____

____

____

____

____

____

11. What do you consider to be the primary weaknesses of the Three-on-Two Teaching Plan?

12. Would you say that there is a need for a change in the present Three-on-Two Teaching Plan?

A. Yes
B. No
C. Don't know
D. No response

☐

IF YES: What specific changes would you recommend? ______

IF YES: When should the changes take effect?

13. From your knowledge of the total compensatory education program at this school this year and last year, how would you rate this year's program?

Much more Effective	Somewhat more Effective	About the Same	Somewhat less Effective	Much less Effective	Don't Know
___	___	___	___	___	___

14. Do you have any additional comments you would like to make? ______

WRM:im 5/6/68

3 - on - 2 Staff Interview

Responses and frequency of responses to the question: "Would you tell me what some of the things that you, as a teacher, can do under the Three-on-Two Plan that you would not be able to do under a single-teacher classroom plan?" (N-36)

1. The plan provides opportunity to meet formally and informally, and plan with teachers from own and other schools.

   N-7 (19.4%)

2. The plan provides opportunity to participate in team teaching, thus combining specialized teacher skill.

   N-8 (22.2%)

3. The plan provides availability of additional planning and preparation time with the help of teaching aids.

   N-7 (19.4%)

4. The plan provides opportunity for increased experimentation with new educational methods.

   N-5 (13.8%)

5. The plan provides opportunity to relate interdisciplinary studies to the English program.

   N-3 (8.3%)

6. The plan provides opportunity to work more closely, through in-service meetings, with counselors and psychologists.

   N-1 (2.8%)

7. The plan provides opportunity to know students better in terms of academic skills and needs.

   N-17 (47.2%)

8. The plan provides opportunity to know students better in terms of social and/or emotional characteristics and needs.

   N-17 (47.2%)

9. The plan provides opportunity to communicate orally with students who are not as effective with written communication.

   N-3 (8.3%)

10. The plan provides opportunity to emphasize individualized instruction in reading and in other areas of English study because of reduced class size.

    N-30 (83.3%)

11. The plan provides opportunity to utilize a greater variety of audio-visual and other educational materials.

    N-5 (13.8%)

3 - on - 2 Staff Interview

Responses and frequency of responses to the question: "Would you say there is a need for a change in the present Three-on-Two Teaching Plan?" (N-36)

A. Yes N-29 (80.6%)
B. No N-7 (19.4%)
C. Don't Know
D. No Response

Responses and frequency of responses to the question: "If changes in the present Three-on-Two program are needed, what specific changes would you recommend?" (N-29)

1. Improve the reading program by having reading experts instruct teachers in how to teach reading.

   N-2 (6.9%)

2. Improve the reading program by increasing the number of expert reading teachers.

   N-5 (17.2%)

3. Improve the reading program by assigning reading teachers to groups of students for a specific period of time (e.g., one-month).

   N-3 (10.3%)

4. Improve the reading program and relate it to other academic subjects by assigning reading teachers to groups of students for several periods each day and for an indefinite length of time.

   N-2 (6.9%)

5. Improve the type of reading tests used in student skill evaluation.

   N-2 (6.9%)

6. Improve the interralationship and communication between all team members.

   N-11 (37.9%)

7. Provide more teacher aids who have basic skills such as typing and writing effectively and who at the same time have skill in assisting in the teaching function.

   N-2 (6.9%)

8. Provide opportunity for each team to develop its own individual structure as its members feel that it can best meet student needs.

   N-3 (10.3%)

9. Provide for greater availability of varied materials.

   N-7 (24.1%)

10. Improve orientation and in-service portions of the program.

    N-2 (6.9%)

3-on-2 Staff Interview-Cont'd
Page 2

11. Limit the number of innovative practices to be initiated each year so some of the innovations can be more fully developed a second year.

N-2 (6.9%)

12. Improve the relationship between the ESEA program and the total school program.

N-7 (24.1%)

13. Provide for smaller class sizes.

N-8 (27.6%)

14. Improve school plant to accommodate innovative programs.

N-1 (3.5%)

Responses and frequency of responses to the question: "If changes in the present program are needed, how soon should they take effect?" (N-29)

A.	Immediately	N-7	(3.5%)
B.	As soon as possible	N-13	(44.8%)
C.	The next school year	N-6	(20.7%)
D.	No Response	N-3	(10.3%)

APPENDIX I-B-18

3 - on - 2 Staff Interview

Responses and frequency of responses to the question: "What do you consider to be the primary weaknesses of the Three-on-Two Teaching Plan?" (N-36)

1. Insufficient material, curricular and school master schedule pre-planning in relation to the program.

   N-16 (44.4%)

2. Too much emphasis on publicity for and success of the program instead of emphasizing individual student gains.

   N-2 (5.6%)

3. Insufficient teacher involvement in planning the fiscal and curricular aspects of the program.

   N-3 (8.3%)

4. Teacher - pupil ratio not small enough for effective outcome of program.

   N-4 (11.1%)

5. Unsatisfactory relationship between ESEA program and the total school program.

   N-12 (33.3%)

6. Lack of effective interrelationship, communication and coordination between members of the ESEA team.

   N-21 (66.7%)

7. Excessive number of activities and projects for individual teachers, thus creating highly rigid work schedule.

   N-4 (11.1%)

8. Inadequate provision for number in-service preparation, and training of teachers and teacher-aids.

   N-10 (27.8%)

9. Difficulty in working with students of more than one grade level at the same time.

   N-3 (8.3%)

10. Inadequate provision of time, coordination testing, and materials in the reading part of the program.

    N-14 (38.9%)

11. School buildings inadequate for experimentation in team-teaching and other new approaches used in the ESEA program.

    N-1 (2.8%)

APPENDIX I-B-19

OAKLAND PUBLIC SCHOOLS
Research Department

TEACHERS' QUESTIONNAIRE - ESEA PROGRAM
MC CLYMONDS HIGH SCHOOL
1967-68

A survey of faculty evaluative opinions and suggestions is being made in all ESEA schools. The results of these questionnaires will be incorporated in the evaluation report to the State Department of Education. Locally, the results will be considered in the planning of next year's program.

* *

1. This year, how frequently have you worked with another teacher in a "team concept" approach?

4 3 to 5 days per week	☐ 1 or 2 days per week	2 Occasionally, on special projects or units	4 Seldom or never
40.0%		20.0%	40.0%

Total = 10

2. In your opinion, how effective has the "team concept" approach been in improving the reading and language development of students at McClymonds this year?

1 Very effective	2 Somewhat effective	3 Not effective	3 Do not know	1 No response
10.0%	20.0%	30.0%	30.0%	10.0%

Total = 10

3. During the current school year, to what extent have you made use of the supplementary instructional materials provided under the ESEA program?

4 Used them extensively	6 Used them occasionally	☐ Used them infrequently	☐ Have not used them
40.0%	60.0%		

Total = 10

a. Have quantities been sufficient? 10 Yes ☐ No
100.0%

b. Have materials usually been available 10 Yes ☐ No
100.0%

Comments:

c. Overall, how would you rate their effectiveness?

3 Excellent	3 Very Good	4 Good	☐ Fair	☐ Poor
30.0%	30.0%	40.0%		

Total = 10

d. Please describe 2 or 3 types of ESEA-provided materials which were effective, those which you would recommend for continued use.

Teachers' Questionnaire - McClymonds -2-

4. To what extent have you made use of the audio-visual equipment (Opaque Projector, Phonograph, Tape Recorder, etc.) provided under the ESEA program?

[6] Used it extensively 60.0%
[3] Used it occasionally 30.0%
[1] Used it infrequently 10.0%
☐ Have not used it at all
Total = 10

a. Have quantities been sufficient? [7] Yes 70.0% [1] No 10.0% 1 Yes & No 10.0% 1, No response 10.0% Total = 10

b. Has equipment usually been available when needed? [9] Yes 90.0% ☐ No 1 Yes & N 10.0% Total = 10

Comments: ____________________

c. Overall, how would you rate the effectiveness or value of the audio-visual equipment?

[4] Excellent 40.0%
[4] Very Good 40.0%
[1] Good 10.0%
☐ Fair
☐ Poor
1 No response 10.0%
Total = 10

d. Which type of equipment has proved most effective? ____________________

5. During the 1967-68 school year, have you requested the services of the ESEA clerk?

[9] Yes 90.0% [1] No 10.0% Total = 10

If your answer to question 5 was Yes, answer question 6; if No, skip No. 6.

6. How valuable have the ESEA clerical services been to you in the preparation of materials, tests, worksheets, etc.?

[5] Very valuable 50.0%
[4] Valuable 40.0%
☐ Of little value
☐ Of no value
1 No response 10.0%
Total = 10

7. For each of the following areas please indicate your estimate of the results which were achieved with the majority of students with whom you have worked during the 1967-68 school year?

Total = 10

	Marked positive results	Moderate positive results	Limited positive results	No results evident	NR
a. Improvement of oral language skills	1 10.0%	7 70.0%	2 20.0%		
b. Improvement in reading comprehension	1 10.0%	6 60.0%	3 30.0%		
c. Improvement in word attack skills	2 20.0%	4 40.0%	3 30.0%		1 10.0%
d. Improvement in written language expression (content)	4 40.0%	4 40.0%	2 20.0%		
e. Improvement in motivation for learning	1 10.0%	3 30.0%	6 60.0%		
f. Improved study habits (attitude and mechanics)	1 10.0%	3 30.0%	6 60.0%		
g. Increased self-confidence	2 20.0%	7 70.0%	1 10.0%		

1. During the 1967-68 school year, did you have a Teacher Aide(s) under your supervision?

$\boxed{5}$ Yes 41.7% $\boxed{7}$ No 58.3% Total = 12*

If your answer to Question No. 1 is Yes, please check the appropriate box at the right in answer to Questions Nos. 2 to 11 below. If your Aide did not perform a particular service, please check "Don't Know" for that service			Total = 5			
	No Value	Little Value	Some Value	Much Value	Don't Know	No response
During the 1967-68 school year, how valuable have the services of your Teacher Aide(s) been to you in: 2. Performing various clerical tasks (taking roll, etc.)?				5 100.0%		
3. Preparing materials (displays, bulletin boards, etc.)?	1 20.0%		1 20.0%	2 40.0%	1 20.0%	
4. Supervising individual and small-group activities?			3 60.0	2 40.0%		
5. Encouraging students to communicate orally?		1 20.0%		3 60.0%	1 20.0%	
6. Guiding students through example?				5 100.0%		
7. Encouraging students to use materials correctly?		1 20.0%	2 40.0%	2 40.0%		
8. Assisting in the use of equipment and supplies?				5 100.0%		
9. Increasing communication between the home and the school?				5 100.0%		
10. Helping students conduct teacher-assigned research?	1 20.0%	1 20.0%	1 20.0%		1 20.0%	1 20.0%
11. Tutoring students?	1 20.0%	1 20.0%	2 40.0%	1 20.0%		

* Two Non-English Department Teachers responded to question # 1.

Teachers' Questionnaire - McClymonds -5-

Please check (✓) the appropriate box at the right. Total = 12*	Type of Activity	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No response
During the 1967-68 school year, how much effect has the Cultural Enrichment Program had in providing students with:							
1. An increased awareness of economic aspects of the community?	Excursions	2 16.7%		2 16.7%	3 25.0%	1 8.3%	4 33.3%
	On-Site	1 8.3%	1 8.3%	1 8.3%	3 25.0%	2 16.7%	4 33.3%
2. An increased awareness of educational opportunities?	Excursions			4 33.3%	4 33.3%		4 33.3%
	On-Site		1 8.3%	4 33.3%	4 33.3%	1 8.3%	2 16.7%
3. An increased awareness of vocational alternatives?	Excursions		1 8.3%	1 8.3%	4 33.3%		6 50.0%
	On-Site		1 8.3%	2 16.7%	5 41.7%	1 8.3%	3 25.0%
4. An increased awareness of art, music, drama and other cultural aspects of the community?	Excursions			4 33.3%	3 25.0%	1 8.3%	4 33.3%
	On-Site		1 8.3%	2 16.7%	4 33.3%	2 16.7%	3 25.0%
5. Needed experiential background for increased perceptual and intellectual development?	Excursions			2 16.7%	4 33.3%	1 8.3%	5 41.7%
	On-Site			2 16.7%	3 25.0%	2 16.7%	5 41.7%

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	No response
In reviewing the 1967-68 school year, how much effect do you feel the ESEA Compensatory Program of Services at your school has had in: Total = 10						
1. Reducing language arts student/teacher ratios?	1 10.0%	2 20.0%	3 30.0%	2 20.0%		2 20.0%
2. Increasing opportunities for individualized instruction?	1 10.0%	3 30.0%	2 20.0%	1 10.0%	1 10.0%	2 20.0%
3. Improving individual student adjustment?		5 50.0%	2 20.0%	1 10.0%		2 20.0%
4. Producing noticeable positive changes in pupil attitudes?	1 10.0%	2 20.0%	4 40.0%	1 10.0%		2 20.0%
5. Improving student attendance patterns?	1 10.0%	6 60.0%			1 10.0%	2 20.0%
6. Reducing the number of major discipline referrals (fighting, discipline, etc.)?		2 20.0%	3 30.0%	1 10.0%	2 20.0%	2 20.0%
7. Reducing the number of minor classroom rule infractions?			4 40.0%	1 10.0%	2 20.0%	3 30.0%
8. Improving teacher classroom control and management?		1 10.0%	3 30.0%	4 40.0%		2 20.0%
9. Increasing parent awareness and understanding of the nature of school programs?		4 40.0%	3 30.0%	1 10.0%		2 20.0%

* Two Non-English Department teachers responded to questions 1-5.

Please cite two or three features of this year's ESEA program that helped you most to do effective work with the students.

What problems were there in this year's ESEA program which may have limited the effectiveness of your work with the students?

WBW:im 5/22/68

ESEA PAROCHIAL SCHOOL PRINCIPAL QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS
Research Department

School **ESEA Parochial**

Please respond to every item in this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Be sure to fill in all of the information at the top of each sheet. Thank you.

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	**No Response**
During the 1967-68 school year, how effective have the Cultural Enrichment Activities been to your students in:						
1. Stimulating student interest in the arts and other cultural activities?			1 14.3%	5 71.4%		1 14.3%
2. Increasing student awareness of the educational and cultural offerings of both local and extended communities?		1 14.3%	2 28.6%	4 57.1%		
3. Providing needed student experiential background for increased perceptual and intellectual development?		1 14.3%	2 28.6%	4 57.1%		
4. Providing students with basic first-hand contact and experience with various cultural and enrichment offerings in the area?		2 28.6%		5 71.4%		
Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Require	
During the 1967-68 school year, how valuable have the services of the Teacher Aide(s) been to the staff in:						
1. Performing various clerical tasks (taking roll, etc.)?			2 28.6%	4 57.1%	1 14.3%	
2. Preparing materials (displays, bulletin boards, etc.)?	1 14.3%		1 14.3%	4 57.1%	1 14.3%	
3. Supervising individual and small group activities?				6 85.7%	1 14.3%	
4. Encouraging students to communicate orally?			1 14.3%	6 85.7%		
5. Guiding pupils through example?			2 28.6%	5 71.4%		
6. Encouraging pupils to use materials correctly?			2 28.6%	5 71.4%		
7. Assisting in the use of equipment and supplies?			2 28.6%	5 71.4%		
8. Increasing communication between the home and the school?			1 14.3%	5 71.4%		1 14.3%

Parochial

1. During the 1967-68 school year, did you request any services from the Consultant in Individual Guidance? Yes 6 No 1 85.7 14.3
2. During the 1967-68 school year, did you receive any services from the Consultant in Individual Guidance? Yes 6 No 1 85.7% 14.3%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 9 below:

3. Would you have liked more assistance from the Consultant in Individual Guidance? Yes 5 83.3% No ☐ N.R. 1 16.7%	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the services of the Consultant in Individual Guidance been to the staff in:						
4. Assisting them to understand children's behavior?		1 16.7%	1 16.7%	3 50.0%		1 16.7%
5. Assisting with the development of special plans or programming for individual children in their classes?		2 33.3%	1 16.7%	2 33.3%		1 16.7%
6. Channeling students' efforts toward better achievement and behavior?			1 16.7%	3 50.0%	1 16.7%	1 16.7%
7. Helping them to feel more secure or comfortable working with children?		1 16.7%	2 33.3%	2 33.3%		1 16.7%
8. Facilitating communication with hard-to-reach parents?	1 16.7%		1 16.7%	3 50.0%		1 16.7%
9. Securing helpful community services?		1 16.7%	1 16.7%	3 50.0%		1 16.7%

Please check (✓) the appropriate box at the right.	No Value	Little Value	Some Value	Much Value	Don't Know	**No Response**
During the 1967-68 school year, how valuable has the Remedial Reading Workshop been in:						
1. Increasing pupil motivation and interest in reading and language?			1 14.3%	6 85.7%		
2. Improving student skills either in reading or oral expression?				6 85.7%		1 14.3%
3. Increasing comprehension in all types of silent reading?		1 14.3%	2 28.6%	4 57.1%		
4. Improving student reading and language skills to a point which enables participation in regular classroom instruction?			2 28.6%	5 71.4%		
5. Meeting the needs of numbers of students who should be involved in the remedial reading program?			3 42.9%	4 57.1%		

APPENDIX I-B-20

OAKLAND PUBLIC SCHOOLS
Research Department

School ____________________

Remedial Reading Program

1. Please indicate what you consider to be the most significant benefit(s) to the students of your school from the ESEA Remedial Reading Services.

2. Please cite the areas or aspects of the Remedial Reading Service that should be reviewed so that this service might be even better.

3. Please indicate any comments you may have concerning the materials provided for the Remedial Reading Service (e.g., Is the type of materials appropriate for your students? Was there sufficient quantity of materials available?

4. Please add any comments or suggestions you wish to make about the Remedial Reading program.

WBW:im 5/9/68

School ____________________

COMMENTS:

Please use this page for any additional comments or suggestions you may have regarding the ESEA services which you have received in your school:

WBW:im 5/9/68

APPENDIX II

SUPPORTIVE AND AUXILIARY SERVICES

APPENDIX II

APPENDIX II

SUPPORTIVE AND AUXILIARY SERVICES

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APPENDIX II-A-1

ESEA COUNSELOR QUESTIONNAIRE

OAKLAND PUBLIC SCHOOLS, Research Department, Spring 1968

School ESEA Junior High

N=13

Please respond to every section of this questionnaire. Specific directions for each section appear immediately preceding each block of questions. Thank you.

Please check (✓) the appropriate box at the right.	No Effect	Little Effect	Some Effect	Much Effect	Don't Know	**No Response**
How much effect has the reduction of the Counselor-Student Ratio during the 1967-68 school year had in providing increased opportunity for: 1. Group counseling session?		2 15.4%	8 61.5%	3 23.1%		
2. Increased individualized services to students?			2 15.4%	11 84.6%		
3. Increased student-counselor interaction?			3 23.1%	10 76.9%		
4. Increased teacher-counselor interaction?			5 38.5%	8 61.5%		
5. Increased parent-counselor interaction?			2 15.4%	11 84.6%		

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	**No Response**
During the 1967-68 school year, how helpful have the services of the school nurse been in: 1. Assisting students to secure needed health services?			2 15.4%	9 69.2%	2 15.4%	
2. Providing health education to encourage desirable pupil health standards?		1 7.7%	5 38.5%	4 30.8%	3 23.1%	
3. Providing an increased concentration of visual and auditory screening services as an aid in reducing problems affecting student achievement?			3 23.1%	7 53.8%	3 23.1%	
4. Following up on health recommendations and referrals?			4 30.8%	7 53.8%	1 7.7%	1 7.7%
5. Assisting to identify students in need of health services or other assistance?		1 7.7%	4 30.8%	8 61.5%		

1. During the 1967-68 school year, did you request the services of the Research Department Psychologist? 92.3% Yes 12 No ☐

No Response -1 7.7%

2. During the 1967-68 school year, did you receive the services of the Research Department Psychologist? Yes 11 84.6% No 1 7.7%

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 6 below.

No Response -1 7.7%

3. Would you have liked more assistance from the Research Department Psychologist? Yes 7 53.8% No 4 30.8%

NR 2 15.4%

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
During the 1967-68 school year, how helpful has the Research Department Psychologist been to the staff in:						
4. Interpreting data obtained from psychological testing?			5 38.5%	8 61.5%		
5. Interpreting individual student's learning problems?			6 46.2%	7 53.8%		
6. Providing inservice training on psychological problems related to learning?	3 23.1%	1 7.7%	4 30.8%	3 23.1%	2 15.4%	

1. During the 1967-68 school year, did you request the services of the Individual Guidance Consultant? Yes 11 84.6% No 1 7.7%

No Response 1 7.7%

2. During the 1967-68 school year, did you receive the services of the Individual Guidance Consultant? Yes 12 92.3% No ☐

If your answer to Question No. 2 is Yes, please respond to Questions Nos. 3 to 10 below.

No Response -1 7.7%

3. Would you have liked more assistance from the Individual Guidance Consultant? Yes 10 76.9% No 1 7.7%

NR 2 15.4%

Please check (✓) the appropriate box at the right.	No Help	Little Help	Some Help	Much Help	Don't Know	No Response
How helpful, during the 1967-68 school year, has the Individual Guidance Consultant been to the staff in:						
4. Assisting you to understand student's behavior?		2 15.4%	6 46.2%	5 38.5%		
5. Planning useful steps in working with students?		4 30.8%	4 30.8%	4 30.8%		1 7.7%
6. Channeling the student's efforts toward better achievement and behavior?	1 7.7%	2 15.4%	7 53.8%	2 15.4%	1 7.7%	
7. Helping you to feel more secure or comfortable in working with students?	4 30.8%	2 15.4%	2 15.4%	4 30.8%	1 7.7%	
8. Facilitating communication with hard-to-reach parents?	1 7.7%	1 7.7%	7 53.8%	4 30.8%		
9. Securing helpful community services?		1 7.7%	8 61.5%	4 30.8%		
10. Assisting with the development of special plans or programming for individual students?	1 7.7%	1 7.7%	7 53.8%	4 30.8%		

APPENDIX II-A-1

Counselor

In reviewing the various Compensatory Services provided in your school during the 1967-68 school year, please place a check (✓) mark in the box at the right to indicate your opinion of the adequacy of the present level of services. Please respond to every item.	Less Service Needed	Present Service Adequate	More Service Needed	No Opinion	**No Response**
SERVICES INVOLVING:					
1. Classroom Teachers to Reduce Teacher-Pupil Ratio		2 15.4%	10 76.9%	1 7.7%	
2. Nurse and Program of Health Services		3 23.1%	7 53.8%	3 23.1%	
3. Reading Laboratories	1 7.7%	3 23.1%	5 38.5%	1 7.7%	3 23.1%
4. Teacher Assistant in Language Development		3 23.1%	7 53.8%	3 23.1%	
5. Instructional Media Specialist	1 7.7%	4 30.8%	6 46.2%	2 15.4%	
6. Consultant in Individual Guidance		3 23.1%	9 69.2%		1 7.7%
7. Research Department Psychologist		2 15.4%	10 76.9%	1 7.7%	
8. Instructional Equipment, Books and Supplies		1 7.7%	7 53.8%	5 38.5%	
9. Cultural Enrichment Activities - On Site		2 15.4%	9 69.2%	2 15.4%	
10. Cultural Enrichment Activities - Study Tours	2 15.4%	6 46.2%	4 30.8%	1 7.7%	
11. Inservice Activities - Centrally Organized by District ESEA Office		5 38.5%	5 38.5%	3 23.1%	
12. Inservice Activities - On Site	1 7.7%	6 46.2%	5 38.5%	1 7.7%	
13. Attendance Supervisor		2 15.4%	10 76.9%	1 7.7%	
14. Teacher Aides		3 23.1%	7 53.8%	3 23.1%	
15. Counseling Services		5 38.5%	6 46.2%	2 15.4%	
16. Clerical Assistance			11 84.6%	2 15.4%	

Counselor

Please indicate in what specific ways the ESEA Supportive Services (i.e., Counseling, D.I.G., Health, Instructional Media Specialist, Psychological Testing, Attendance Supervision, Clerical, etc.) have been of service to you during the 1967-68 school year.

Please indicate in what specific ways the above-mentioned ESEA Supportive Services could be improved?

WBW:im
4/30/68

APPENDIX II-A-2

ESEA COUNSELOR ACTIVITY TIME STUDY — OAKLAND PUBLIC SCHOOLS — Research Department

COUNSELOR ____________________ SCHOOL ____________________ DATE ____________

TIME SPENT - Monday Tuesday Wednesday Thursday Friday - 8:30 - 3:30

ACTIVITY	Please keep a cumulative tally of the number of minutes spent on the following activities during the day. Put a check in the box at the left if the activity was not performed on this particular day. If the activity was performed, circle the minutes spent. If minutes spent exceed the highest number, write in the total minutes spent on the blank line in the lower right-hand corner.												
CONTACT WITH COUNSELEES (Individual or Group) Include all time devoted to Counseling and information giving.	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	120
		125	130	135	140	145	150	155	160	165	170	175	180
		185	190	195	200	205	210	215	220	225	230	235	___
CONTACT ABOUT COUNSELEES (Personal or telephone contact with administrators, teachers, parents, etc.) Include case conferences	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	120
		125	130	135	140	145	150	155	160	165	170	175	___
READING REPORTS, REFERRALS, CIRCULARS, MEMOS, STUDENT RECORDS, ETC.	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
PREPARING REFERRALS, REPORTS, SURVEYS, RECOMMENDATIONS, ETC. Compilation and written work that must be done by certificated personnel	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
ATTENDANCE CLERICAL DUTIES Checking absence notes, gathering attendance data, etc.	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
PROGRAMMING CLERICAL DUTIES "Paper work" connected with programming, program changes and report cards	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
OTHER CLERICAL DUTIES Additional "paper work" duties that can be done by clerical personnel	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
SUPERVISION (Halls, yards, cafeteria, assemblies, excursions, picnics, athletic and social events). Include travel time to and from any off-campus activities.	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
MEETINGS (Administrative, Faculty, Counseling, Staff - intraschool and interschool) Include travel time to and from any off-campus meetings.	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	120
		125	130	135	140	145	150	155	160	165	170	175	___
INSERVICE (Workshops, Conferences) Include travel time to and from off-campus inservice activities	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	120
		125	130	135	140	145	150	155	160	165	170	175	___
COMMUNITY, PARENT MEETINGS (P-TA, Neighborhood organization meetings) Include travel time	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
ADMINISTERING, PROCTORING STANDARDIZED TESTS	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
ARTICULATION WITH ELEMENTARY AND SENIOR HIGH SCHOOLS	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
LUNCH AND PERSONAL BREAKS	☐	5	10	15	20	25	30	35	40	45	50	55	60
		65	70	75	80	85	90	95	100	105	110	115	___
OTHER ACTIVITIES (Specify) Teaching - Assigned class	☐	5	10	15	20	25	30	35	40	45	50	55	___
Teaching - Substituting	☐	5	10	15	20	25	30	35	40	45	50	55	___
	☐	5	10	15	20	25	30	35	40	45	50	55	___
	☐	5	10	15	20	25	30	35	40	45	50	55	___

(Please complete other side also).

APPENDIX II-A-2

TIME SPENT - BEFORE 8:30, AFTER 3:30, OR ON SUNDAY
SATURDAY

ACTIVITY		CIRCLE THE TOTAL MINUTES SPENT ON EACH ACTIVITY. IF MINUTES SPENT EXCEED THE HIGHEST NUMBER, WRITE IN THE TOTAL MINUTES ON THE BLANK LINE IN THE LOWER RIGHT-HAND CORNER.
CONTACT WITH COUNSELEES (INDIVIDUAL OR GROUP) INCLUDE ALL TIME DEVOTED TO COUNSELING AND INFORMATION GIVING.	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 180 185 190 195 200 205 210 215 220 225 230 235 ___
CONTACT ABOUT COUNSELEES (PERSONAL OR TELEPHONE CONTACT WITH ADMINISTRATORS, TEACHERS, PARENTS, ETC.) INCLUDE CASE CONFERENCES	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 ___
READING REPORTS, REFERRALS, CIRCULARS, MEMOS, STUDENT RECORDS, ETC.	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
PREPARING REFERRALS, REPORTS, SURVEYS, RECOMMENDATIONS, ETC. COMPILATION AND WRITTEN WORK THAT MUST BE DONE BY CERTIFICATED PERSONNEL	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
ATTENDANCE CLERICAL DUTIES CHECKING ABSENCE NOTES, GATHERING ATTENDANCE DATA, ETC.	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
PROGRAMMING CLERICAL DUTIES "PAPER WORK" CONNECTED WITH PROGRAMMING, PROGRAM CHANGES AND REPORT CARDS	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
OTHER CLERICAL DUTIES ADDITIONAL "PAPER WORK" DUTIES THAT CAN BE DONE BY CLERICAL PERSONNEL	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
SUPERVISION (HALLS, YARDS, CAFETERIA, ASSEMBLIES, EXCURSIONS, PICNICS, ATHLETIC AND SOCIAL EVENTS). INCLUDE TRAVEL TIME TO AND FROM ANY OFF-CAMPUS ACTIVITIES.	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
MEETINGS (ADMINISTRATIVE, FACULTY, COUNSELING, STAFF - INTRASCHOOL AND INTERSCHOOL) INCLUDE TRAVEL TIME TO AND FROM ANY OFF-CAMPUS MEETINGS.	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 ___
INSERVICE (WORKSHOPS, CONFERENCES) INCLUDE TRAVEL TIME TO AND FROM OFF-CAMPUS INSERVICE ACTIVITIES	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 ___
COMMUNITY, PARENT MEETINGS (P-TA, NEIGHBORHOOD ORGANIZATION MEETINGS) INCLUDE TRAVEL TIME	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
ADMINISTERING, PROCTORING STANDARDIZED TESTS	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
ARTICULATION WITH ELEMENTARY AND SENIOR HIGH SCHOOLS	☐	5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 ___
OTHER ACTIVITIES (SPECIFY)	☐	5 10 15 20 25 30 35 40 45 50 55 ___
	☐	5 10 15 20 25 30 35 40 45 50 55 ___
	☐	5 10 15 20 25 30 35 40 45 50 55 ___
	☐	5 10 15 20 25 30 35 40 45 50 55 ___

(PLEASE COMPLETE OTHER SIDE ALSO)

WBW:IM
10-11-67

APPENDIX II-A-3

OAKLAND PUBLIC SCHOOLS
Research Department

School ESEA Junior High

GUIDANCE QUESTIONNAIRE---TEACHERS

Total 114

Please check (✓) the appropriate box at the right.	Yes	No	Don't Know	No Response
1. Do you feel you are able to get to know your students' personal adjustment as well as you would like?	24 21.1%	84 73.7%	4 3.5%	2 1.8%
2. Do you feel that the school's program of educational and vocational guidance is adequately meeting the needs of its students?	4 3.5%	95 83.3%	15 13.2%	
3. Do you think that the school's testing program is broad enough to keep you apprised of the achievement and ability levels of your students?	29 25.4%	60 52.6%	24 21.1%	1 0.9%
4. Do you feel adequate provision is made in the guidance program for students to be seen individually when the need arises?	20 17.5%	75 65.8%	17 14.9%	2 1.8%
5. Do you feel that most students were programmed properly into your courses in terms of their abilities and interests?	33 28.9%	69 60.5%	12 10.5%	
6. Do you feel that most students have a realistic concept of their strengths and weaknesses?	18 15.8%	90 78.9%	4 3.5%	2 1.8%
7. Do you feel the school's program of study allows students sufficient opportunity for exploration?	19 16.7%	76 66.7%	15 13.2%	4 3.5%
8. Do you feel the school's program of extra-curricular activities includes all those students who want to take part?	24 21.1%	66 57.9%	23 20.2%	1 0.9%
9. When a pupil problem arises, do you always know which resource person has the responsibility for that particular situation?	59 51.8%	48 42.1%	4 3.5%	3 2.6%
10. Do you feel adequately informed regarding the uses that may be made of the results of standardized tests?	44 38.6%	62 54.4%	7 6.1%	1 0.9%
11. Are the results of standardized tests reported to you?	46 40.4%	66 57.9%		2 1.8%
12. Are you aware of supplementary tests that are available to help you with particular educational and vocational problems?	43 37.7%	66 57.9%	5 4.4%	
13. Are you familiar enough with the school's file of occupational materials to use it as a resource in your teaching?	43 37.7%	63 55.3%	7 6.1%	1 0.9%

WBW:im 5/9/68

OAKLAND PUBLIC SCHOOLS
Research Department

School ESEA Junior High

GUIDANCE QUESTIONNAIRE---COUNSELORS

Please check (✓) the appropriate box at the right.	Yes	No	Don't Know
1. Do you feel you are able to get to know your counselees' personal adjustment as well as you would like?	6 50.0%	6 50.0%	
2. Do you feel that the school's program of educational and vocational guidance is adequately meeting the needs of its students?		11 91.7%	1 8.3%
3. Do you feel you are able to see your counselees enough during the school year to satisfy their needs?	2 16.7%	9 75.0%	1 8.3%
4. Do you feel that you are successful in your attempts to program counselees according to their abilities and interests?	6 50.0%	5 41.7%	1 8.3%
5. Do you feel your counselees have a realistic concept of their strengths and weaknesses?		12 100.0%	
6. Do you feel the school's program of study allows students sufficient opportunity for exploration?	2 16.7%	8 66.7%	2 16.7%
7. Do you feel the school's program of extra-curricular activities includes all those students who want to take part?	4 33.3%	5 41.7%	3 25.0%
8. Do you feel you have sufficient understanding of the requirements necessary for obtaining various scholarships?	8 66.7%	4 33.3%	
9. Do you feel your school's graduation requirements are clear and free of ambiguity?	6 50.0%	6 50.0%	
10. Do you feel adequately informed regarding all of the possible uses that may be made of the results of standardized tests?	9 75.0%	2 16.7%	1 8.3%
11. Would you say that students and their parents are kept adequately informed of students' programs?	5 41.7%	6 50.0%	1 8.3%

WBW:im
5/9/68

APPENDIX II-A-5

OAKLAND PUBLIC SCHOOLS
Research Department

School ESEA Junior High

[✓ 7th] 8th 9th
Circle your grade

Total 63

GUIDANCE QUESTIONNAIRE---STUDENTS

Please check (✓) the appropriate box at the right.	Yes	No	Don't Know	No Response
1. Have you ever talked with your counselor about things that have bothered you?	18 28.6%	44 69.8%	1 1.6%	
2. Do you feel that your counselor is personally interested in you?	31 49.2%	9 14.3%	23 36.5%	
3. Do you feel that you receive enough guidance in school about problems that have to do with planning your future?	42 66.7%	11 17.5%	10 15.9%	
4. Does your counselor see you enough during the school year to give you the help you feel you need?	16 25.4%	41 65.1%	6 9.5%	
5. Do you feel the selection of courses at your school allows you to explore your interests as much as you would like?	33 52.4%	20 31.7%	8 12.7%	2 3.2%
6. Do you have a clear idea of how scholarships are awarded?	43 68.3%	15 23.8%	4 6.3%	1 1.6%
7. Do you have a clear idea of what constitutes college requirements?	29 46.0%	28 44.4%	5 7.9%	1 1.6%
8. Do you feel that you know all the extra-curricular (clubs, athletics, etc.) opportunities that the school makes available to its students?	28 44.4%	21 33.3%	11 17.5%	3 4.8%
9. Are the results of your tests of achievement, aptitude, and interest reported to you?	30 47.6%	23 36.5%	8 12.7%	2 3.2%
10. Do you know that special tests are available to help you with particular educational and vocational problems?	28 44.4%	31 49.2%	2 3.2%	2 3.2%
11. Do you know that the school maintains a file of occupational materials to help students who want to know about particular occupations and vocations?	28 44.4%	28 44.4%	4 6.3%	3 4.8%
12. Do you know that counselors are specially trained for their work?	48 76.2%	11 17.5%	2 3.2%	2 3.2%
13. Do you feel you know all the courses available to you in school and what each course is about?	38 60.3%	16 25.4%	7 11.1%	2 3.2%

WBW:im 5/9/68

APPENDIX II-A-5

OAKLAND PUBLIC SCHOOLS
Research Department

School ESEA Junior High

7th [✓ 8th] 9th
Circle your grade

Total 64

GUIDANCE QUESTIONNAIRE---STUDENTS

Please check (✓) the appropriate box at the right.	Yes	No	Don't Know	No Response
1. Have you ever talked with your counselor about things that have bothered you?	28 43.8%	35 54.7%	1 1.6%	
2. Do you feel that your counselor is personally interested in you?	33 51.7%	12 18.8%	19 29.7%	
3. Do you feel that you receive enough guidance in school about problems that have to do with planning your future?	26 40.6%	29 45.3%	8 12.5%	1 1.6%
4. Does your counselor see you enough during the school year to give you the help you feel you need?	23 35.9%	34 53.1%	7 10.9%	
5. Do you feel the selection of courses at your school allows you to explore your interests as much as you would like?	22 34.4%	31 48.4%	10 15.6%	1 1.6%
6. Do you have a clear idea of how scholarships are awarded?	44 68.8%	17 26.6%	3 4.7%	
7. Do you have a clear idea of what constitutes college requirements?	23 35.9%	26 40.6%	15 23.4%	
8. Do you feel that you know all the extra-curricular (clubs, athletics, etc.) opportunities that the school makes available to its students?	36 56.3%	23 35.9%	5 7.8%	
9. Are the results of your tests of achievement, aptitude, and interest reported to you?	30 46.9%	21 32.8%	13 20.3%	
10. Do you know that special tests are available to help you with particular educational and vocational problems?	39 60.9%	23 35.9%	2 3.1%	
11. Do you know that the school maintains a file of occupational materials to help students who want to know about particular occupations and vocations?	26 40.6%	28 43.8%	9 14.1%	1 1.6%
12. Do you know that counselors are specially trained for their work?	44 68.8%	14 21.9%	5 7.8%	1 1.6%
13. Do you feel you know all the courses available to you in school and what each course is about?	43 67.2%	13 20.3%	7 10.9%	1 1.6%

WBW:im 5/9/68

APPENDIX II-A-5

OAKLAND PUBLIC SCHOOLS
Research Department

School ESEA Junior High

7th 8th [✓ 9th]
Circle your grade

Total 47

GUIDANCE QUESTIONNAIRE---STUDENTS

Please check (✓) the appropriate box at the right.	Yes	No	Don't Know	No Response
1. Have you ever talked with your counselor about things that have bothered you?	23 48.9%	24 51.1%		
2. Do you feel that your counselor is personally interested in you?	26 55.3%	7 14.9%	14 29.8%	
3. Do you feel that you receive enough guidance in school about problems that have to do with planning your future?	23 48.9%	19 40.4%	4 8.5%	1 2.1%
4. Does your counselor see you enough during the school year to give you the help you feel you need?	24 51.1%	20 42.6%	3 6.4%	
5. Do you feel the selection of courses at your school allows you to explore your interests as much as you would like?	19 40.4%	23 48.9%	5 10.6%	
6. Do you have a clear idea of how scholarships are awarded?	26 55.3%	19 40.4%	1 2.1%	1 2.1%
7. Do you have a clear idea of what constitutes college requirements?	16 34.0%	25 53.2%	5 10.6%	1 2.1%
8. Do you feel that you know all the extra-curricular (clubs, athletics, etc.) opportunities that the school makes available to its students?	35 74.5%	9 19.1%	3 6.4%	
9. Are the results of your tests of achievement, aptitude, and interest reported to you?	21 44.7%	21 44.7%	3 6.4%	2 4.3%
10. Do you know that special tests are available to help you with particular educational and vocational problems?	24 51.1%	20 42.6%	3 6.4%	
11. Do you know that the school maintains a file of occupational materials to help students who want to know about particular occupations and vocations?	22 46.8%	20 42.6%	5 10.6%	
12. Do you know that counselors are specially trained for their work?	38 80.9%	5 10.6%	4 8.5%	
13. Do you feel you know all the courses available to you in school and what each course is about?	28 59.6%	18 38.3%	1 2.1%	

WBW:im 5/9/68

OAKLAND PUBLIC SCHOOLS
Research Department

CIRCULATION OF LIBRARY BOOKS

School ______________________ Date ______________

Librarian ____________________ Hours Open ____ Noon: Yes ____ No ____

Library Program: Classes Scheduled ☐ Classes Unscheduled ☐

	Monday	Tuesday	Wednesday	Thursday	Friday
Books					

Total for Week of ___________________________
Month Day Year

Library Books ___________________________

FMM:im
11/20/67

OAKLAND PUBLIC SCHOOLS
Research Department

JUNIOR HIGH SCHOOL LIBRARY AND/OR MEDIA CENTER RECORD OF ATTENDANCE AND CIRCULATION

School ____________________ **Date** ____________________

Librarian ____________________ **Hours Open** __________ **Noon: Yes** _____ **No** _____

Program: Classes Scheduled ☐ **Classes Unscheduled** ☐

	Monday	Tuesday	Wednesday	Thursday	Friday
Attendance					
Books					

Total for Week of ______________________________
Month Day Year

Attendance ______________________________

Books ______________________________

FMM:im
11/17/67

APPENDIX II-A-8

OAKLAND PUBLIC SCHOOLS
Research Department

JUNIOR HIGH SCHOOL LIBRARY AND MEDIA CENTER CONTACTS, SERVICES AND USE OF MATERIALS REPORT

School ______________ Librarian _____________ IMS_______________ Date _________

Number of Meetings ___	Department	Contacts			Activities										Use of AV Equip. and or Materials			
		Student	Teacher	Other (Please Specify)	Special Programs (Setting up)	AV Presentation IMS	AV Presentation Librarian	AV Presentation IMS and Librarian	Instruction	Supervision	Requests for Material	Preparation of Material	Provision of Material	Other (Please Specify)	Equipment	Materials	Student	Teacher
Before School																		
During School																		
After School																		
Totals																		

DEPT. CODE:	English	ENG	Art	A	Homemaking	HM	Foreign Lang.	FL
	Soc. Stud.	SS	Music	MU	Phys. Educ.	PE	Spec. Educa.	SPE
	Phys. Sci.	PS	Indus. Arts	IA	Math	MA	Shop	SH
EQUIP. CODE:	Movie Proj.	MP	Overhead Proj.	OP	Tape Recorder	TR	Television	TV
	Film Strip Proj.	FSP	Opaque Proj.	OPA	Record Player	RP	Camera	C
					Earphones	EP	P.A.System	PA
MATERIALS CODE:	Film	F	Tape	T	Slides	S	Maps	M
	Film Strip	FS	Records	R	Pictures	P	Charts	CH

FMM:im 11/20/67

APPENDIX II-A-9

OAKLAND PUBLIC SCHOOLS
Division of Special Services
Department of Health Services

NURSES' DAILY REPORT

School ______________________________

		Health Conference						Referrals					
Scheduled Teacher—Nurse Conference __________ (Date) (Nurse)	First Aid	Student	Phone	Parent	Parent-Note	School Staff	Community Agencies	Medical	Dental	Special Services	Health Education	Meetings	Remarks

13-0148-02 15M1065-3

APPENDIX III

CULTURAL ENRICHMENT PROGRAM

APPENDIX III

CULTURAL ENRICHMENT PROGRAM

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III-A Non-Standardized Instruments

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APPENDIX III-A-1

OAKLAND PUBLIC SCHOOLS

EVALUATION OF EDUCATIONAL TOUR OR ACTIVITY

SCHOOL________________ TEACHER________________ GRADE____

ACTIVITY________________ DATE__________ TOTAL STUDENTS______

1. What was the effectiveness of the total program in terms of developing improved interpersonal relations?

excellent ☐ good ☐ fair ☐ poor ☐

COMMENTS____

____

____

2. What was the effectiveness of the total program in terms of developing important intergroup relations?

excellent ☐ good ☐ fair ☐ poor ☐

COMMENTS____

____

____

MAJOR ORIENTATION OF ACTIVITY (Check one only)

☐ Fine Arts
☐ Schools and Colleges
☐ Business Industry Government
☐ Science and Historical
☐ Other Instructional
☐ Recreation

SPECIFIC PURPOSE____

PREPARATION (Check)

☐ Class planning of things to do or to be seen
☐ Teacher prepared class lesson
☐ Use of audio-visual aids
☐ Organization of the class
☐ Preparation of materials
☐ Class project
☐ Class discussion
☐ Student research

OTHER ACTIVITIES____

SPECIFIC EXPERIENCES OF THIS STUDY TOUR________________________

____

____

FOLLOW-UP ACTIVITIES (Check)

☐ Class discussion and evaluation
☐ Art work
☐ Follow-up lesson
☐ Writing (stories, reports, plays, etc.)
☐ Library and reference work
☐ Evaluation of class behavior

OTHER ACTIVITIES____

____

VALUE (Check)

☐ great value ☐ some value ☐ little value ☐ no value

COMMENTS____

____

RECOMMENDED GRADE LEVEL (Check)

☐ High School ☐ Junior High ☐ Grs. 4-5-6 ☐ Grs. 1-2-3 ☐ Kdg. ☐ Preschool

SUGGESTIONS FOR FUTURE TRIPS OF THIS NATURE________________________

____

____

Approved:
Dr. Thomas A. MacCalla
Assistant Superintendent
Urban Educational Services

11/9/67

APPENDIX IV

INTEGRATION MODEL PROJECT

APPENDIX IV

INTEGRATION MODEL PROJECT

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IV-A-4 Sending School Parent Interview 549

APPENDIX IV-A-1

OAKLAND PUBLIC SCHOOLS
Research Department

School Integration Model

N=7

RECEIVING SCHOOL PRINCIPAL QUESTIONNAIRE
INTEGRATION MODEL PROJECT

Directions:

Please respond to every item on this questionnaire by placing a check mark on the line by the answer which best represents your knowledge or opinion of the question asked. Be sure to fill in the school name at the top of each sheet. Thank you.

1. From your knowledge of the total IM Project at your school this year and last year, how would you rate this year's program?

Much More Effective	Somewhat More Effective	About the Same	Somewhat Less Effective	Much Less Effective	Don't Know
2 28.6%	4 57.1%	1 14.3%			
5	4	3	2	1	

2. How would you say this Project has affected school discipline during the 1967-68 school year? Would you say the effect has been :

Very Positive	Somewhat Positive	Neutral	Somewhat Negative	Very Negative	Don't Know
	2 28.6%		5 71.4%		
5	4	3	2	1	

3. In your opinion, how well do the children of various ethnic and economic backgrounds work and play together?

Very Well	Fairly Well	Fairly Poorly	Very Poorly	Don't Know
3 42.8%	4 57.1%			
4	3	2	1	

4. How would you rate the Project in terms of its effects, if any, on---

a. Classroom control?

2 28.6% Much better this year than last
_____ Somewhat better this year than last
2 28.6% About the same this year as last
2 28.6% Somewhat poorer this year than last
1 14.3% Much poorer this year than last
_____ Don't know

Receiving School Principal Questionnaire
IM Project - Page 2

School Integration Model

4. Cont'd

b. Teachers' attitudes toward children from the sending schools?

	1	2	3	4	5		
		1	2	2	2		
Negative		14.3%	28.6%	28.6%	28.6%	Positive	Don't Know

5. How do you think the attendance and sending school area parents feel about the Project in terms of---

a. Its effects on in-class instructional program?

Sending area parents:

	1	2	3	4	5		
				2	5		
Negative				28.6%	71.4%	Positive	Don't Know

Receiving area parents:

	1	2	3	4	5		
		2	3	2			
Negative		28.6%	42.9%	28.6%		Positive	Don't Know

b. Its effects on in- and out-of class control?

Sending area parents:

	1	2	3	4	5		
			2	4	1		
Negative			28.6%	57.1%	14.3%	Positive	Don't Know

Receiving area parents:

	1	2	3	4	5		
	1	1	3	2			
Negative	14.3%	14.3%	42.9%	28.6%		Positive	Don't Know

6. Please rate the extent to which the services of the Office of Human Relations Staff have benefited the Project.

	1	2	3	4	5		
		1	5	1			
No Help		14.3%	71.4%	14.3%		Very Helpful	Don't Know

7. Please rate the extent to which you feel the services of the Remedial Reading teacher benefited the Project.

	1	2	3	4	5		
			1	2	4		
No Help			14.3%	28.6%	57.1%	Very Helpful	Don't Know

Receiving School Principal Questionnaire
IM Project - Page 3

School ____ ________

8. Please evaluate the overall effectiveness of the School-Community Council in improving the dialogue between this school and the parents of students who attend this school.

Highly Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Highly Ineffective	Don't Know
	6 85.7%	1 14.3%			
5	4	3	2	1	

9. Please list the three (3) major accomplishments you have observed thus far as a result of the IM Project.

1. ______
2. ______
3. ______

10. What suggestions do you have for the Office of Human Relations so that it might continue to serve your school as effectively as possible?

______

11. What recommendations do you have to make this Project more effective in your school?

______

WRM:im 5/20/68

APPENDIX IV-A-2

OAKLAND PUBLIC SCHOOLS
Research Department

School Integration Model

Grade 1-6 **Combined**

RECEIVING SCHOOL STAFF QUESTIONNAIRE

N=61

Directions:

Please respond to every item on this questionnaire by placing a check mark on the line by the answer which best represents your knowledge or opinion of the question asked. Be sure to complete the school and grade information on the top of each sheet. Thank you.

1. From your knowledge of the total IM Project at your school this year and last year, how would you rate this year's program?

Much More Effective	Somewhat More Effective	About the Same	Somewhat less Effective	Much Less Effective	Don't Know	**No Response**
2	12	17	12	6	11	1
3.3%	19.7%	27.9%	19.7%	9.8%	18.0%	1.6%
5	4	3	2	1		

2. How would you say this Project has affected school discipline during the 1967-68 school year? Would you say the affect has been:

Very Positive	Somewhat Positive	Neutral	Somewhat Negative	Very Negative	Don't Know	**No Response**
	2	9	30	18	1	1
	3.3%	14.8%	49.2%	29.5%	1.6%	1.6%
5	4	3	2	1		

3. In your opinion, how well do the children of various ethnic and economic backgrounds work and play together?

Very Well	Fairly Well	Fairly Poorly	Very Poorly	Don't know
13	29	12	5	2
21.3%	47.5%	19.7%	8.2%	3.3%
4	3	2	1	

4. Please rate the extent to which the services of the Office of Human Relations staff have benefited the Project.

No Help						Very Helpful	Don't Know	No Response
	15	11	4	1	4		24	2
	24.6%	180%	6.6%	1.6%	6.6%		39.3%	3.3%
	1	2	3	4	5			

5. Please evaluate the overall effectiveness of the School-Connumity Council in improving the dialogue between this school and the parents of students who attend this school.

Highly Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Highly Ineffective	Don't Know	**No Response**
1	16	9	13	4	16	2
1.6%	26.2%	14.8%	21.3%	6.6%	26.2%	3.3%
5	4	3	2	1		

APPENDIX IV-A-2

Receiving School Staff Questionnaire
IM Project - Page 2

School Integration Model

Grade 1-6 Combined

6. Please rate the cooperatively planned Study Tours with ESEA schools in terms of their effectiveness in facilitating student understanding and acceptance of children from varied ethnic and economic backgrounds.

Highly Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Highly Ineffective	Don't Know	No Response
4	14	6	5	3	25	4
6.6%	23.0%	9.8%	8.2%	4.9%	41.0%	6.6%
5	4	3	2	1		

7. As you review the overall effectiveness of the Study Tours, would you like to see provisions made so that the quantity of them would be ---

Increased	Continued at Present Level	Continued but Reduced	Discontinued	Don't Know	No Response
13	11	4	4	23	6
21.3%	18.0%	6.6%	6.6%	37.7%	9.8%
4	3	2	1		

8. Please rate the cooperatively planned Inter-School Visits with ESEA schools in terms of their effectiveness in facilitating student understanding and acceptance of children from varied ethnic and economic backgrounds.

Highly Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Highly Ineffective	Don't Know	No Response
8	12	7	2		27	5
13.1%	19.7%	11.5%	3.3%		44.3%	8.2%
5	4	3	2	1		

9. As you review the overall effectiveness of the Inter-School Visits, would you like to see provisions made so that the quantity of them would be---

Increased	Continued at Present Level	Continued but Reduced	Discontinued	Don't Know	No Response
9	13	4	3	26	6
14.8%	21.3%	6.6%	4.9%	42.6%	9.8%
4	3	2	1		

10. How would you rate the Project in terms of its effects, if any, on Classroom control.

2	3.3%	Much better this year than last
4	6.6%	Somewhat better this year than last
18	29.5%	About the same this year as last
11	18.0%	Somewhat poorer this year than last
12	19.7%	Much Poorer this year than last
13	21.3%	Don't Know

No Response
1
1.6%

11. Please rate the extent to which you feel the services of the Remedial Reading teacher benefited the program.

	2	1	4	6	34		14
No Help	3.3%	1.6%	6.6%	9.8%	55.7%	Very Helpful	Don't Know 23.0%
	1	2	3	4	5		

9

Receiving School Staff Questionnaire
IM Project - Page 3

School Integration Model

Grade 1-6 Combined

12. What, if any, are the areas of greatest strength or of greatest value in the I. M. Project?

13. What recommendations do you have to improve the I. M. Project?

WM:le
5/21/68

Research Department
Oakland Public Schools

Interview No. ______

RECEIVING SCHOOL PARENT INTERVIEW
(ELEMENTARY)

Interviewer ________________________ Date Assigned ________________________

Date Letter Sent ____________________ No Letter ____________

Resident's Address ____________________________________ Apt. Number __________

Call No.	Date	Hour	Result of Call

Time Interview Began __________________ Time Interview Ended ______________

Comments:

APPENDIX IV-A-3

OAKLAND PUBLIC SCHOOLS
Research Department

RECEIVING SCHOOL INTERVIEW QUESTIONNAIRE
(ELEMENTARY)

Hello, I'm ____________________, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions about the educational program offered in the Oakland Public Schools.

1. You have a child ____________________ in the __________ grade at ________________
(name) (level) (school)

Is that correct?

	N	%			
A. Yes	88	100.0	B. No		☐

Total - 88

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

2. First I'd like to ask how many years have any of your children attended ____________________ School?

	N	%		N	%	
A. Less than 1 year	8	9.1	D. 5 to 6 years	23	26.1	
B. 1 to 2 years	20	22.7	E. More than 6 years	11	12.5	
C. 3 to 4 years	25	28.4	F. No response	1	1.1	☐

Total - 88

3. Now, are you familiar with the Oakland Public Schools' Integration Model Project which is funded as part of the Elementary, Secondary Education Act program in the schools?

	N	%		N	%	
A. Yes	74	84.1	B. No	14	15.9	☐

Total - 88

3a. IF NO, SKIP TO 3b:

IF YES, ASK: How did you first learn about the project?

	N	%		N	%	
A. My child told me	8	10.8	D. The paper	28	37.8	
B. A printed announcement from school	11	14.9	E. Other	21	28.4	
C. From a neighbor	5	6.8	F. No response	1	1.4	☐

Total - 74

3b. IF EITHER YES OR NO, SAY: This is a project initiated last fall which involves having children, largely of minority group membership, transferred from three overcrowded schools to seven under-capacity schools. In addition to relieving the overcrowded conditions in the three schools, the project also has the purpose of providing the children of these three sending schools and the seven receiving schools with increased opportunities for knowing children coming from backgrounds different from their own and for expanding integrated educational opportunities for children, parents, and school staff.

I might also point out that this project is not the same as the open-enrollment plan that has been operating in the Oakland Public Schools for five years now. In the open-enrollment plan, the children from any school in Oakland may transfer to another school within Oakland as long as there is room, but they must provide their own transportation in this plan. Moreover, the Integration Model is a comprehensive plan for finding ways of developing a broad-based educational program for all children.

4. Now, with this information in mind, are any children participating in the Integration Model Project enrolled in ________________'s class?
(name)

	N	%		N	%
A. Yes	49	55.7	C. Don't know	34	38.6
B. No	4	4.5	D. No response	1	1.1
			Total - 88		

☐

4a. Well, from what you know or have heard about the Integration Model Project, over-all, what effect have you noticed on the school's instructional program this year? Would you say there has been a positive effect, there has been very little difference in its effect, or has the effect been a negative one?

	N	%		N	%
A. Positive	11	12.5	D. Positive and Negative	6	6.8
B. Little difference	35	39.8	E. Don't know	19	21.6
C. Negative	15	17.0	F. No response	2	2.3
			Total - 88		

☐

4b. IF THE RESPONSE TO 4a IS C OR D ASK: What are the reasons you feel the effects have been negative?

5. All in all, what effect do you feel the Integration Model Project has had in assisting all pupils to develop respect for the rights of others and in helping them develop an understanding of each other and others, regardless of race, creed or economic standing? Would you say the Integration Model Project has had a positive effect, that it has made very little difference, or has the effect been a negative one?

	N	%		N	%
A. Positive	25	28.4	D. Positive and Negative	8	9.1
B. Little difference	30	34.1	E. Don't know	11	12.5
C. Negative	14	15.9	F. No response		
			Total - 88		

☐

5a. IF THE RESPONSE TO 5 IS C OR D, ASK: What are the reasons you feel the effect has been negative?

6. Have you had an occasion to meet the parents of any of the children who come from the schools participating in the Integration Model Project?

	N	%		N	%
A. Yes	30	34.1	C. Don't know	5	5.7
B. No	53	60.2	D. No response		

Total - 88 ☐

6a. IF YES TO 6, ASK: Well, what was the occasion for this meeting?

	N	%		N	%
A. P-TA	12	40.0	C. Other ______________ Record or Probe	11	36.7
B. School/Community	5	16.7	D. No response	2	6.7

Total - 30 ☐

7. Has ____________________ (name) had occasion to have one or more of the children participating in this project over to (his) (her) house?

	N	%		N	%
A. Yes	8	9.1	C. Don't know	6	6.8
B. No	74	84.1	D. No response		

Total - 88 ☐

8. Now, as part of the Integration Model Project, an effort at ______________ School has been made to extend the opportunities for boys and girls from several schools within Oakland representing various ethnic and economic backgrounds to get to know each other better through participating in field trips together as well as through interschool visits and shared programs. To your knowledge has ____________________'s class been on any field trips with students of other schools in Oakland?

	N	%		N	%
A. Yes	29	33.0	C. Don't know	7	8.0
B. No	52	59.1	D. No response		

Total - 88 ☐

8a. IF YES, ASK: Well, would you say ____________________ enjoyed these trips very much, enjoyed them to some extent, or didn't (he) (she) enjoy them?

	N	%	
A. Enjoyed them very much	22	75.9	D. Don't know
B. Enjoyed them some	6	20.7	E. No response
C. Did not enjoy them	1	3.4	

Total - 29 ☐

9. Has ____________________'s class visited with classes at other schools or have classes from other schools visited (his) (her) class?

	N	%		N	%
A. Visited other classes	10	11.4	D. Neither	46	52.3
B. Others visited (his) (her) class	8	9.1	E. Don't know	15	17.0
C. Both	8	9.1	F. No response	1	1.1

Total - 88 ☐

9a. IF RESPONSE TO 9 IS A, B, OR C, ASK: Would you say that ____________ enjoyed these visits a great deal, enjoyed them to some extent, or didn't (he) (she) enjoy them?

		N	%			N	%
A.	Great deal	9	34.6	D.	Don't know		
B.	Some	13	50.0	E.	No response	3	11.5
C.	Didn't enjoy them	1	3.8				

Total - 26 ☐

10. What is your opinion concerning the value of such interschool visits? Would you say they are of a great deal of value, of some value, of little value, or no value?

		N	%			N	%
A.	Great value	23	26.1	D.	No value	10	11.4
B.	Some value	44	50.0	E.	Don't know	3	3.4
C.	Little value	8	9.1	F.	No response		

Total - 88 ☐

10a. IF RESPONSE TO 10 IS "NO VALUE," ASK: Well, as you see it, do you feel such visits should be continued only if some changes are made, or do you feel they should be discontinued?

		N	%			N	%
A.	Continued with change			C.	Don't know	2	20.0
B.	Discontinued	7	70.0	D.	No response	1	10.0

Total - 10 ☐

11. Now, looking back over the year, do you feel that ________________ has made more progress in all (his) (her) school work this year than last year, about the same amount of progress, or do you feel (he) (she) has made less progress this year than last?

		N	%			N	%
A.	More progress	37	42.0	D.	More and less	3	3.4
B.	Same	30	34.1	E.	Don't know	3	3.4
C.	Less	15	17.0	F.	No response		

Total - 88 ☐

11a. IF RESPONSE TO 11 IS C OR D, ASK: What are the reasons you feel that ________________'s progress has been less this year than last?

12. Have you had occasion to learn about the services to ________________ School provided by a member of the Oakland Public School's Office of Human Relations?

		N	%			N	%
A.	Yes	16	18.2	B.	No	72	81.8
				C.	No response		

Total - 88 ☐

12a. IF RESPONSE IS A TO 12, ASK: How did you learn about this service?

		N	%			N	%
A.	P-TA Meeting	5	31.3	C.	Other ____________ Probe and/or record	5	31.3
B.	School/Community Council Meeting	6	37.5				
				D.	No response		

Total - 16 ☐

12b. IF RESPONSE IS A TO 12, SAY: Well, as you may know or have heard, the Office of Human Relations has, as its name implies, the responsibility for facilitating the development of positive human relations between groups of various ethnic and economic backgrounds within and among schools in Oakland. Now, to the extent you have come to know about these services, would you say the services of this office have been very helpful, somewhat helpful, of little help, or haven't they been of any help in facilitating the development of positive human relations in ____________ School?

		N	%			N	%
A.	Very helpful	1	6.3	D.	No help	3	18.8
B.	Somewhat helpful	5	31.3	E.	Don't know	4	25.0
C.	Of little help	3	18.8	F.	No response		

☐

Total - 16

13. From what you have been able to observe, would you say that the presence of the Integration Model children in ________ School has affected discipline in the school?

		N	%			N	%
A.	Yes	43	48.9	C.	Don't know	23	26.1
B.	No	21	23.9	D.	No response	1	1.1

☐

Total - 88

13a. IF YES, ASK: Would you say that discipline problems have been greatly reduced, somewhat reduced, moderately increased, or greatly increased?

		N	%			N	%
A.	Greatly reduced	4	9.3	D.	Greatly increased	10	23.3
B.	Somewhat reduced	2	4.7	E.	Don't know	1	2.3
C.	Moderately increased	26	60.5	F.	No response		

☐

Total - 43

13b. IF RESPONSE TO 13a IS C OR D, ASK: To what extent has the increase in discipline problems caused you to be concerned? Would you say you are very concerned, moderately concerned, or has the increase been so slight that you are not particularly concerned about it?

		N	%			N	%
A.	Very concerned	12	33.3	D.	Don't know	1	2.8
B.	Moderately concerned	14	38.9	E.	No response		
C.	Not concerned	9	25.0				

Total - 36

☐

14. From what you have been able to observe, would you say that the children in ________________'s class have accepted the children participating in the Project, or have they tended not to accept them?

		N	%			N	%
A.	Accepted	74	84.1	C.	Don't know	10	11.4
B.	Not accepted	3	3.4	D.	No response	1	1.1

☐

Total - 88

14a. IF RESPONSE IS B, ASK: What do you feel the reasons are for this tendency not to accept the Integration Project children?

15. In general, do you feel that the teachers at ____________________ School have accepted the children participating in the Project, or do you feel that they have tended not to accept them?

		N	%			N	%
A.	Accepted	67	76.1	C.	Don't know	19	21.6
B.	Not accepted	1	1.1	D.	No response	1	1.1

Total - 88 ☐

16. Do you feel that the overall effects of the Integration Model Project will be beneficial for all concerned?

		N	%			N	%
A.	Yes	43	48.9	C.	Don't know	13	14.8
B.	No	30	34.1	D.	No response	2	2.3

Total - 88 ☐

16a. IF NO, ASK: What are some of the reasons you feel that the overall effects will not be beneficial?

16b. IF YES TO 16, ASK: Do you feel that the Integration Model Project should be expanded to include more sending and receiving schools, or should it be maintained at its present level of participation, or do you feel that the number of schools participating should be reduced?

		N	%			N	%
A.	More	21	48.8	D.	Don't know	6	14.0
B.	Same	13	30.2	E.	Other __________	3	7.0
C.	Fewer			F.	No response		

Total - 43 ☐

17. As you see it, other than number of schools participating, assuming that the Integration Model Project will be continued, would you like to see any changes made in the way the Integration Model Project is being conducted?

		N	%			N	%
A.	Yes	29	33.0	C.	Don't know	19	21.6
B.	No	35	39.8	D.	No response	5	5.7

Total - 88 ☐

17a. IF YES, ASK: Well, what are some of the changes you see as being desirable?

18. Do you feel that some children in overcrowded hill area schools should take part in a similar program where there are under-capacity schools in other parts of Oakland?

		N	%			N	%
A.	Yes	33	37.5	C.	Don't know	1	1.1
B.	No	54	61.4	D.	No response		

☐

Total - 88

19. Now, as a parent, have you had any problems in working with the school?

	N	%
A. Yes	13	14.8
B. No	74	84.1
C. No response	1	1.1

Total - 88

☐

19a. IF YES: Well, what particular problems?

20. What is your general impression of the job the Oakland Public Schools are doing in the educating of the children in your family? Would you say excellent, good, fair, or poor?

	N	%
A. Excellent	24	27.3
B. Good	34	38.6
C. Fair	25	28.4
D. Poor	5	5.7
E. Don't know		
F. No response		

Total - 88

☐

21. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

WRM:im
5/20/68

APPENDIX IV-A-4

Research Department
Oakland Public Schools

Interview No. ____

SENDING SCHOOL PARENT INTERVIEW
(ELEMENTARY)

Interviewer ______________________

Date Assigned ______________________

Date Letter Sent ______________________

No Letter __________

Resident's Address ________________________________

Apt. Number __________

Call No.	Date	Hour	Result of Call

Time Interview Began ______________

Time Interview Ended ______________

Comments:

APPENDIX IV-A-4

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA SENDING SCHOOL PARENT INTERVIEW

Hello, I'm ____________________, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk with you?

We are talking to parents throughout the area who have children participating in the Integration Model Project, which is part of the Oakland Public Schools federally funded ESEA program (Elementary, Secondary Education Act).

1. You have a child ____________________ (name) in ____________________ (grade) at ________________ (school)

Is that correct? ☐

		N	%		
A.	Yes	82	100.0	B.	No

Total - 82

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools who are participating in the Integration Model Project. Thank you very much anyway.

2. I'm going to ask some questions about your feelings regarding ____________'s (name) activities in ____________________ School. But first, how many children do you have attending this new school?

(Record Number Given) ☐

3. How many years did your child attend ____________________ School? ☐

		N	%			N	%
A.	Less than 1 year	12	14.6	D.	5 to 6 years	2	2.4
B.	1 to 2 years	56	68.3	E.	More than 6 years		
C.	3 to 4 years	11	13.4	F.	No response	1	1.2

Total - 82

4. There were various reasons why parents in this school area wanted to have their children take part in the Integration Model Project. Now, what was the main reason you wanted ____________________ to take part in this project? (Circle letter of response.) ☐

		N	%			N	%
A.	Better education (get ahead)	30	36.6	D.	Meet new children (friends)	3	3.7
B.	Integrated education	2	2.4	E.	Friend(s) is (are) taking part (going)		
C.	Less crowded (too crowded at this school)	32	39.0	F.	Don't know (probe)		
G.	Other: ____________	14	17.	H.	No response	1	1.2

Total - 82

5. Various methods were used by the Oakland Public Schools in the ________________ School attendance area to tell parents about the Project. How did you first learn about it? (Circle letter of response.)

		N	%			N	%
A.	Neighbor	12	14.6	E.	Notice in ESEA School paper, New Directions	4	4.9
B.	Notice posted in school	5	6.1	F.	Notice in Tribune	3	3.7
C.	Notice sent home	24	29.3	G.	Can't remember	1	1.2
D.	Someone from OPS came to my home	20	24.4	H.	Other: ________________	13	15.9
				I.	No response		

Total - 82 ☐

6. What would you say about the amount of publicity that was given to the Integration Model Project? Would you say it was just about right, or wasn't it publicized nearly well enough?

		N	%			N	%
A.	About right	61	74.4	C.	Don't know	2	2.4
B.	Not enough	19	23.2	D.	No response		

Total - 82 ☐

7. What would you say about ________________'s ability to do the work in his present school now compared with last fall? Would you say it is much easier, a little easier, more difficult or hasn't there been any change?

		N	%			N	%
A.	Much easier	25	30.5	D.	No change	21	25.6
B.	A little easier	20	24.4	E.	Don't know	1	1.2
C.	More difficult	15	18.3	F.	No response		

Total - 82 ☐

8. Now, from what you have seen what are your feelings about ________________'s
(name)
interest in school now compared with the interest (he) (she) showed in the school (he) (she) attended last year? Would you say (he's) (she's) much more interested now, somewhat more interested, a little more interested now, less interested now, or hasn't there been any change?

		N	%			N	%
A.	Much more interested	35	42.7	D.	Less interested	4	4.9
B.	Somewhat more interested	14	17.1	E.	No change	13	15.9
C.	A little more interested	16	19.5	F.	Don't know		
				G.	No response		

Total - 82 ☐

IF CHILD IS IN FIRST GRADE, GO TO PAGE 2a (GREEN SHEET).

9. Now a few questions about ________________'s reading. Has (he) (she)
(name)
been receiving any extra instruction from a reading teacher specialist?

		N	%		
A.	Yes	18	27.7	C.	Don't know
B.	No	47	72.3	D.	No response

Total - 65 ☐

APPENDIX IV-A-4

ESEA Sending School Parent Interview (Elementary) 2a

FIRST GRADE ONLY

9. Now, a few questions about ________________'s reading. What would
(name)
you say about (his) (her) progress in learning to read? Would you say (he) (she) can now read all the stories in (his) (her) reading book, just some of the easier stories, or doesn't (he) (she) read yet?

	N	%		N	%
A. Reads all stories	8	47.1	C. Doesn't read yet	3	17.6
B. Reads easier stories	5	29.4	D. Don't know		
			E. No response	1	5.9

☐

Total - 17

10. How helpful do you feel the present program of reading instruction at ________________School is in helping ________________ to learn to
(name)
read? Would you say very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	10	58.9	D. Of no help		
B. Somewhat helpful	4	23.5	E. Don't know	2	11.8
C. Of little help	1	5.9	F. No response		

☐

Total - 17

11. What about __________'s writing? Would you say (he) (she) writes quite well, or is what (he) (she) writes sometimes hard to read, or doesn't (he) (she) write yet?

	N	%	
A. Writes well	10	58.9	C. Doesn't write
B. Sometimes hard to read	7	41.2	D. Don't know
			E. No response

☐

Total - 17

12. How helpful do you feel the present program of instruction at ___________ School is in helping ________________ to learn to write? Would you
(name)
It's very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	8	47.1	D. Of no help		
B. Somewhat helpful	6	35.3	E. Don't know		
C. Of little help	1	5.9	F. No response	2	11.8

☐

Total - 17

GO TO QUESTION NO. 17 (PAGE 4) AND CONTINUE INTERVIEW.

9a. IF YES: In your opinion, how helpful do you think this extra instruction has been? Would you say very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			
A.	Very helpful	15	83.3	D.	Of no help	
B.	Somewhat helpful	3	16.7	E.	Don't know	
C.	A little helpful			F.	No response	☐

Total - 18

GRADES 2-6 ONLY

10. What would you say about ____________________'s progress in reading since last September? Would you say (he) (she) reads much better, somewhat better, a little better, about the same, or not as well?

		N	%			N	%	
A.	Much better	31	47.7	D.	About the same	10	15.4	
B.	Somewhat better	12	18.5	E.	Not as well	1	1.5	
C.	A little better	11	16.9	F.	Don't know			☐
				G.	No response			

Total - 65

11. Concerning the amount of material read, would you say (he) (she) reads much more now, reads somewhat more now, reads a little more now, reads about the same amount, or reads less than last September?

		N	%			N	%	
A.	Reads much more now	31	47.7	D.	Reads about the same	10	15.4	
B.	Reads somewhat more now	10	15.4	E.	Reads less	3	4.6	
				F.	Don't know			☐
C.	Reads a little more now	11	16.9	G.	No response			

Total - 65

12. How helpful do you feel the present program of reading instruction at ____________________ School is in helping ____________________ to improve
(name)
(his) (her) reading? Would you say very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%	
A.	Very helpful	37	56.9	D.	Of no help	1	1.5	
B.	Somewhat helpful	21	32.3	E.	Don't know			
C.	Of little help	6	9.2	F.	No response			☐

Total - 65

13. What about __________'s handwriting? What progress has (he) (she) made since last September? Would you say that (his) (her) handwriting is much better, somewhat better, a little better, about the same or not as good as last September?

		N	%			N	%	
A.	Much better	30	46.2	D.	About the same	13	20.0	
B.	Somewhat better	13	20.0	E.	Not as good	1	1.5	
C.	A little better	8	12.3	F.	Don't know			☐
				G.	No response			

Total - 65

14. How helpful do you feel the present program of instruction at ____________ School is in helping ____________________ (name) to improve (his) (her) handwriting? Would you say it's very helpful, somewhat helpful, a little helpful, or of no help?

		N	%			N	%
A.	Very helpful	30	46.2	D.	Of no help	2	3.1
B.	Somewhat helpful	18	27.7	E.	Don't know	1	1.5
C.	A little helpful	14	21.5	F.	No response		

☐

Total - 65

15. What about ____________________'s progress in spelling since last September? Would you say (he) (she) spells much better now, spells somewhat better now, spells a little better now, spells less well now, or hasn't there been any change?

		N	%			N	%
A.	Spells much better now	18	27.7	D.	No change	9	13.8
B.	Spells somewhat better now	19	29.2	E.	Spells less well now	3	4.6
C.	Spells a little better now	15	23.1	F.	Don't know	1	1.5
				G.	No response		

☐

Total - 65

16. How helpful do you feel the present program of instruction at ____________________ School is in helping ____________________ (name) to improve (his) (her) spelling? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%
A.	Very helpful	30	46.2	D.	Of no help	2	3.1
B.	Somewhat helpful	24	36.9	E.	Don't know	2	3.1
C.	Of little help	4	6.2	F.	No response	3	4.6

☐

Total - 65

17. As compared with last September, does ____________________ (name) in general talk more now, talk somewhat more now, talk a little more now, or hasn't there been any change?

		N	%			N	%
A.	Talks much more now	44	53.7	D.	No change	17	20.7
B.	Talks somewhat more now	10	12.2	E.	Don't know		
C.	Talks a little more now	11	13.4	F.	No response		

Total - 82

☐

18. How about (his) (her) ability to listen to what others are saying now as compared to last fall? Do you think (he) (she) listens much better now, listens somewhat better now, listens a little better now, or hasn't there been any change?

		N	%			N	%
A.	Listens much better now	25	30.5	D.	No change	21	25.6
B.	Listens somewhat better now	17	20.7	E.	No response		
C.	Listens a little better now	19	23.2				

Total - 82

☐

FIRST GRADE ONLY, GO TO QUESTION #23

19. Now, some information about library books. Does ____________ (name) bring library books home?

		N	%
A.	Yes	60	92.3
B.	No	3	4.6
C.	Don't know		
D.	No response	2	3.1

Total - 65 ☐

19a. IF YES: From which library does (he) (she) usually bring them?

		N	%
A.	Public	11	18.3
B.	School	49	81.7
C.	Home		
D.	Don't know		
E.	No response		

Total - 60 ☐

19b. IF YES: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last fall? Would you say many more now, more now, a few more now, or hasn't there been any change?

		N	%
A.	Many more now	15	25.0
B.	More now	15	25.0
C.	A few more now	12	20.0
D.	No change	17	28.3
E.	Don't know	1	1.7
F.	No response		

Total - 60 ☐

20. How much homework does ____________ (name) bring home? Would you say very much, some, a little, or none?

		N	%
A.	Very much	17	26.2
B.	Some	30	46.2
C.	A little	14	21.5
D.	None	3	4.6
E.	Don't Know		
F.	No response	1	1.5

Total - 65 ☐

20a. IF THE REPLY IS OTHER THAN "NONE" OR "DON'T KNOW," ASK: Compared to last year, does (he) (she) bring home much more now, somewhat more now, a little more now, or hasn't there been any change?

		N	%
A.	Much more now	9	14.8
B.	Somewhat more now	6	9.8
C.	A little more now	14	23.0
D.	No change	18	29.5
E.	Don't know	1	1.6
F.	No response	13	21.3

Total - 61 ☐

21. Now, what about the number of friends ____________ (name) has in (his) (her) school? Does (he) (she) have more friends, about the same number of friends, or fewer friends than last year?

		N	%
A.	More	25	38.5
B.	Same	30	46.2
C.	Fewer	5	7.7
D.	Don't know	4	6.2
E.	No response	1	1.5

Total - 65 ☐

22. From what you have been able to see would you say that the children in ________________ School who live near that school have accepted the children transported there by bus, or have they tended not to accept them?

	N	%		N	%
A. Accepted	59	90.8	C. Don't know	3	4.6
B. Not accepted	2	3.1	D. No response	1	1.5

Total - 65

☐

23. In general, do you feel that the teachers at ________________ School have accepted the children transported there by bus, or do you feel that they have tended not to accept them?

	N	%		N	%
A. Accepted	71	86.6	C. Don't know	4	4.9
B. Not accepted	7	8.5	D. No response		

Total - 82

☐

24. Has ________________ been able to participate in after-school
(name)
activities at ________________ School?

	N	%		N	%
A. Yes	45	54.9	B. No	37	45.1
			C. No response		

Total - 82

☐

24a. IF YES: Would you say (he) (she) has very much enjoyed these activities, enjoyed them some, or hasn't (he) (she) enjoyed them?

	N	%	
A. Very much enjoyed them	39	86.7	C. Has not enjoyed them
B. Enjoyed them some	6	13.3	D. Don't know
			E. No response

Total - 45

☐

25. Has ________________'s class been on any trips with students of other Oakland Schools?

	N	%		N	%
A. Yes	33	40.2	C. Don't know	5	6.1
B. No	44	53.7	D. No response		

Total - 82

☐

25a. IF YES TO 25: Well, would you say ________________ enjoyed these trips very much, some, a little or would you say (he) (she) didn't enjoy them?

	N	%	
A. Enjoyed them very much	28	84.8	D. Didn't enjoy them
B. Enjoyed them some	5	15.2	E. Don't know
C. Enjoyed them a little			F. No response

Total - 33

☐

26. Has ________________'s class visited with classes at other schools in Oakland?

	N	%		N	%
A. Yes	16	19.5	C. Don't know	14	17.1
B. No	52	63.4	D. No response		

Total - 82

☐

27. Have any classes from other schools come to ________________ School to visit ________________'s class?

	N	%		N	%
A. Yes	16	19.5	C. Don't know	21	25.6
B. No	43	52.4	D. No response	2	2.4

Total - 82 ☐

27a. IF YES TO EITHER 26 OR 27: (If both No, omit this question.) Would you say ________________ (name) enjoyed these visits very much, some, a little, or would you say (he) (she) didn't enjoy them?

	N	%	
A. Enjoyed very much	15	78.9	D. Did not enjoy
B. Enjoyed some	4	21.1	E. Don't know
C. Enjoyed a little			F. No response

Total - 19 ☐

28. What is your feeling concerning the value of such visits of ____________ (name)'s class to other schools of Oakland or the visits of classes of other schools to ________________ School? Would you say they are of much value, some value, of little value or no value?

	N	%		N	%
A. Much value	23	28.0	C. Little or no value	8	9.8
B. Some value	31	37.8	D. Don't know	5	6.1
			E. No response	15	18.3

Total - 82 ☐

FOR PARENTS OF SIXTH GRADE CHILDREN, GO TO QUESTION #30

29. FOR THOSE WITH CHILDREN IN GRADES 1 - 5, ASK: Do you plan to have ________________ (name) attend ________________ School next year?

	N	%		N	%
A. Yes	57	85.1	C. Don't know	3	4.5
B. No	5	7.5	D. No response	2	3.0

Total - 67 ☐

29a. IF "NO" TO 29: What are some of the reasons you plan not to have ________________ (name) attend ________________ School next year?

	N	%	
A. Moving out of Oakland	3	60.0	C. No response
B. Other ____________ (Record)	2	40.0	

Total - 5 ☐

29b. IF "YES" TO 29 OR RESPONSE IS "A" TO 29, ASK: Now, as you know, there are presently three schools, Highland, Lockwood, and Woodland called "sending" schools and seven schools in the hill area called "receiving" schools that have participated in the Integration Model Project this year. If it is possible, would you like to see the Project expanded to include more sending schools like ________________ School and more receiving schools like ________________ School?

		N	%			N	%
A.	Yes	50	87.7	C.	Don't know	4	7.0
B.	No	1	1.8	D.	No response	2	3.5

Total - 57 ☐

FOR GRADES 1 - 5, GO TO QUESTION #31

30. IF CHILD IS IN SIXTH GRADE, ASK: Do you plan to have your child attend the junior high school in which those students in the ________________ School area are regularly enrolled?

		N	%		
A.	Yes	11	73.3	C.	Don't know
B.	No	4	26.7	D.	No response

Total - 15 ☐

30a. IF RESPONSE IS "NO," ASK: What are the reasons for not planning to have ________________ attend this junior high school?
(name)

		N	%		
A.	Moving out of Oakland	1	25.0	C.	No response
B.	Other: (probe)	3	75.0		

Total -4 ☐

31. Do you feel that some of the children in overcrowded hill area schools should take part in a similar program where there are under-capacity schools in other parts of Oakland?

		N	%			N	%
A.	Yes	66	80.5	C.	Don't know	2	2.4
B.	No	12	14.6	D.	No response	2	2.4

Total - 82 ☐

32. Now, for a couple questions concerning the transporting of children to the receiving school. How satisfactory has the bus schedule been in terms of:

1. The pick-up places:

		N	%
A.	Satisfactory	74	90.2
B.	Inconvenient	8	9.8
C.	No response		

Total - 82 ☐

2. The delivery places:

		N	%
A.	Satisfactory	74	90.2
B.	Inconvenient	8	9.8
C.	No response		

Total - 82 ☐

33. And, what about the behavior of the children on the bus. Do you feel that overall there are fewer problems on the bus now than at the start of this year? Are there more problems, or are the number of problems the same as when the school year began?

	N	%		N	%
A. Fewer	49	59.8	C. Same	14	17.1
B. More	10	12.2	D. Don't know	8	9.8
			E. No response	1	1.2

Total - 82 ☐

33a. IF RESPONSE IS "B" OR "C," ASK: Well, what do you think might be done to improve this situation?

	N	%
A. An adult to ride bus always	3	12.5
B. Change the bus driver		
C. Keep misbehaving children off bus for a time	6	25.0
D. Don't know	2	8.3
E. Other ______________________ (Record)	11	45.8
F. No response	2	8.3

Total - 24 ☐

34. What is your feeling about the behavior of children in ______________'s class? Do you think they are well-behaved or do you think that, generally, the children are not well-behaved?

	N	%		N	%
A. Well-behaved	70	85.4	C. Don't know	5	6.1
B. Not well-behaved	6	7.3	D. No response	1	1.2

Total - 82 ☐

35. Overall, would you say that in all the grades at ______________ School the children are well-behaved or would you say that they are not well-behaved?

	N	%		N	%
A. Well-behaved	63	76.8	C. Don't know	10	12.2
B. Not well-behaved	7	8.5	D. No response	2	2.4

Total- 82 ☐

36. Have you had a chance to learn about the services to ______________ School provided by a member of the Oakland Public Schools Office of Human Relations?

	N	%		N	%
A. Yes	14	17.1	C. No response	2	2.4
B. No	66	80.5			

Total - 82 ☐

36a. IF RESPONSE TO 36 IS "YES," ASK: How did you learn about this service?

	N	%
A. P-TA Meeting	5	35.7
B. School/Community Council	2	14.3
C. Other ______________________ (Probe and record response)	7	50.0

Total - 14 ☐

36b. IF RESPONSE IS "YES" TO 36, SAY: Well, as you may know or have heard, the Office of Human Relations has, as its name implies, the job of helping in the development of good human relations among people who belong to different racial groups. Now, to the extent you have come to know about these services, would you say the services of this office have been very helpful, somewhat helpful, of little help, or haven't they been of any help in the development of good human relations in __________________ School?

	N	%		N	%
A. Very helpful	7	50.0	D. No help	1	7.1
B. Somewhat helpful	3	21.4	E. Don't know		
C. Of little help	2	14.3	F. No response	1	7.1

Total - 14 ☐

37. Have you been able to attend any meetings held at __________________'s
(name)
School?

	N	%		N	%
A. Yes	54	65.9	C. No response	2	2.4
B. No	26	31.7			

Total - 82 ☐

37a. IF YES: What type of meeting(s) (was) (were) (it) (they)?

	N	%		N	%
A. P-TA	33	61.1	D. Teacher Conference	5	9.3
B. School/Community Council	7	13.0	E. Principal Conference		
			F. Other ______________	4	7.4
C. Informal Meeting	4	7.4	G. No response	1	1.9

Total - 54 ☐

37b. IF YES TO 37, ASK: Have you been able to see and talk with (his) (her) teacher?

	N	%		N	%
A. Yes	48	88.9	B. No	4	7.4
			C. No response	2	3.7

☐

Total - 54

37c. IF YES TO 37, ASK: Have you been able to meet and talk with other parents who live near __________________ School?

	N	%		N	%
A. Yes	40	74.1	B. No	13	24.1
			C. No response	1	1.9

☐

Total - 54

38. Do you feel that overall the Integration Model Project will be helpful for all concerned?

	N	%		N	%
A. Yes	78	95.1	C. Don't know	1	1.2
B. No	1	1.2	D. No response	2	2.4

☐

Total - 82

38a. IF NO, ASK: What are some of the reasons you feel that the overall effects will not be helpful?

39. As you see it, other than the number of schools participating, assuming that the Integration Model Project will be continued, would you like to see any changes made in the way the Integration Model Project is being conducted?

	N	%		N	%
A. Yes	27	32.9	C. Don't know	3	3.7
B. No	51	62.2	D. No response	1	1.2

☐

Total - 82

39a. IF YES, ASK: Well, what are some of the changes you see as being desirable?

40. What is your general feeling about the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair, or poor?

	N	%		N	%
A. Excellent	13	15.8	D. Poor		
B. Good	42	51.2	E. Don't know	1	1.2
C. Fair	25	30.5	F. No response	1	1.2

☐

Total - 82

41. Now, as a parent, have you had any problems in working with the school?

	N	%		N	%
A. Yes	6	7.3	C. No response	1	1.2
B No	75	91.5			

☐

Total - 82

41a. IF YES: Well, what particular problems?

42. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

WRM:im
5/20/68

APPENDIX V

INSERVICE EDUCATION PROGRAM

APPENDIX V

INSERVICE EDUCATION PROGRAM

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V-A-3 ESEA District Inservice Meetings and Interschool Classroom Observation - Monthly Report Form 567

V-A-4 Inservice Meeting, Course, Classroom Observation Evaluation Form 568

OAKLAND PUBLIC SCHOOLS
Urban Educational Services

ESEA ELEMENTARY SCHOOL-SITE INSERVICE MEETINGS AND CLASSROOM OBSERVATIONS
SCHOOL YEAR 1967-68

________ TARD ________ School ________ Month

Date	Please check (✓) the appropriate boxes.																														Approximate Number of Participants	Please indicate 1 or 2 examples of the personnel and the materials used as major resources for the inservice meeting or classroom observation.
	Originator of Topic								Group Served							Major Emphasis									Format							
	Aide	TARD	Teacher	Supportive Personnel	Principal	Project Office Staff	Community Resident	Other	Aides	K, 1, 2, or 3 Teachers	4, 5, or 6 Teachers	Reading Team	Supportive Services Personnel	Total School Staff	Other	Inter-School Classroom Observation	Intra-School Classroom Observation	Inter-Personal/Human Relations	School/Community Relations	Instructional Planning/ Curriculum Development	Classroom Control and Management	Use of Instructional Materials	Use of Equipment	Other	Group Discussion	Speaker	Workshop	Demonstration	Panel	Audio-Visual		
EXAMPLE 10/12						✓														✓			✓		✓			✓			14	Barbara Schmidt / Sullivan Materials

JJW:im 11/16/67

OAKLAND PUBLIC SCHOOLS
Urban Educational Services

ESEA SECONDARY SCHOOL-SITE INSERVICE MEETINGS AND CLASSROOM OBSERVATIONS
SCHOOL YEAR 1967-68

TAID ____________ School ____________ Month ____________

	Please check (✓) the appropriate boxes.																																
	Originator of Topic								Group Served								Major Emphasis									Format							
Date	Aide	TAID	Teacher	Supportive Personnel	Principal	Project Office Staff	Community Resident	Other	Aides	7, 8, or 9 Teachers	10, 11, or 12 Teachers	Language Team	Supportive Services Personnel	IMS/Librarians	Total School Staff	Other	Inter-School Classroom Observation	Intra-School Classroom Observation	Inter-Personal/Human Relations	School/Community Relations	Instructional Planning/Curriculum Development	Classroom Control and Management	Use of Instructional Materials	Use of Equipment	Other	Group Discussion	Speaker	Workshop	Demonstration	Panel	Audio-Visual	Approximate Number of Participants	Please indicate 1 or 2 examples of the personnel and the materials used as major resources for the inservice meeting or classroom observation.
EXAMPLE 10/12						✓															✓		✓			✓			✓			14	BARBARA SCHMIDT / SULLIVAN MATERIALS

JJW:im 11/16/67

OAKLAND PUBLIC SCHOOLS
Urban Educational Services

DISTRICT ESEA INSERVICE MEETINGS AND INTER-SCHOOL CLASSROOM OBSERVATIONS - MONTHLY REPORT
SCHOOL YEAR 1967-68

Name ______________________

☐ Elementary Inservice
☐ Secondary Inservice

☐ Teacher Aide Inservice
☐ Human Relations Inservice

Month ______________________

	Date	Please check (✓) the appropriate boxes.																																Approximate Number of Participants	Please indicate 1 or 2 examples of the personnel and the materials used as major resources for the inservice meeting or classroom observation.
		Originator of Topic								Group Served											Major Emphasis							Format							
		Aide	TALD/TARD	Teacher	Supportive Personnel	Principal	Project Office Staff	Community Resident	Other	Aides	K-6 Teachers	7-9 Teachers	10-12 Teachers	Language Team	TALDS/TARDS	Reading Teachers	Supportive Services Personnel	IMS/Librarians	Total School Staffs	Other	Inter-School Classroom Observation	Inter-Personal/Human Relations	School/Community Relations	Instructional Planning/ Curriculum Development	Use of Instructional Materials	Use of Equipment	Other	Group Discussion	Speaker	Workshop	Demonstration	Panel	Audio-Visual		
EXAMPLE	10/12						✓								✓									✓	✓			✓	✓					14	BARBARA SCHMIDT / SULLIVAN MATERIALS

JJW:im 11/16/67

APPENDIX V-A-4

OAKLAND PUBLIC SCHOOLS
Urban Educational Services

INSERVICE MEETING - COURSE - CLASSROOM OBSERVATION EVALUATION SHEET

INSTRUCTIONS: Please check (✓) the appropriate boxes below. More than one item may be checked for each category.

EVENT

☐ Speaker/Panel
☐ Group Discussion
☐ Demonstration
☐ Inter-School Classroom Observation
☐ Intra-School Classroom Observation
☐ Course
☐ Workshop
☐ Skit
☐ Other (Specify) ____________________

Date ____________________

School ____________________

MAJOR EMPHASIS

☐ Instructional Planning/Curriculum Development
☐ Inter-Personal/Human Relations
☐ School/Community Relations
☐ Use of Instructional Materials
☐ Use of Equipment
☐ Other (Specify) ____________________

EVALUATION

	Yes	No	Don't Know
1. In general, did the event impress you favorably?			
2. Did you gain any ideas or information that will be of value to you in the classroom?			
3. Did you gain any techniques or methods that will be of value to you in the classroom?			
4. Did you gain any ideas or information that will be of value to you personally although not directly related to your work in the classroom?			

5. List two or three examples of ideas, techniques or information that you learned from attending this event. (Use reverse side if necessary).

____

____

____

6. List any suggestions about how the event might be improved. (Use reverse side if necessary).

____

____

____

EVALUATION BY:

☐ K - 3 Teacher
☐ 4 - 6 Teacher
☐ 7 - 9 Teacher
☐ 10-12 Teacher
☐ Counselor

☐ K - 3 Aide
☐ 4 - 6 Aide
☐ 7 - 9 Aide
☐ 10-12 Aide
☐ Other (Specify) ____________________

JJW:im 11/8/67

APPENDIX VI

REPORT OF PARENT INTERVIEW SURVEY

APPENDIX VI

REPORT OF THE ESEA PARENT INTERVIEW SURVEY

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VI-A Non-Standardized Instruments

VI-A-1 ESEA Parent Interview Schedule, Elementary School 571

VI-A-2 ESEA Parent Interview Schedule, Junior High School 582

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Research Department
Oakland Public Schools

Interview No. ______

ESEA PARENT INTERVIEW
ELEMENTARY--GRADES 1-6

Interviewer ____________________ Date Assigned ______________

Student ____________________ School ______________

Resident's Address ____________________ Apt. Number ________

Call No.	Date	Hour	Result of Call
1.			
2.			
3.			

Time Interview Began __________ Time Interview Ended ________

Comments:

FIM:aw
5/16/68

APPENDIX VI-A-1

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA INTERVIEW QUESTIONNAIRE
(ELEMENTARY)

Hello, I'm ________________, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions about this year's educational program, in the school your child attends. This is the program made possible by the federal Elementary, Secondary Education Act and is usually referred to as the ESEA program.

1. You have a child ____________________ (name) in ______________ (level) at ______________ (school)

Is that correct?

		N	%	
A.	Yes	188	100.0	B. No

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

2. Are you familiar with the ESEA Compensatory Education program in the schools which began in February of 1966? ☐

		N	%		N	%			N	%
A.	Yes	89	47.3				B.	No	98	52.1
				NR	1	0.5	Total 188			

2a. IF NO: Well, very briefly, it is a plan of instruction, aimed at helping students do a better job in school. It has meant the hiring of more teachers and other school people, the introduction of new reading and language programs and the use of parents as assistants to teachers. Also, students have been taken on trips and tours of the community.

3. Have you been receiving the Oakland School District's ESEA publication called New Directions which tells of the activities of students in the Oakland schools? ☐

		N	%			N	%
A.	Yes	105	55.9	B.	No	82	43.6
					NR	1	0.5
					Total	188	

4. Since ________________ is going to one of the schools with this ESEA program, I'm going to ask some questions about your feeling regarding (his) (her) activities in ________________ School. But first, do you have any other children attending the Oakland Public Schools?

	N	%		N	%
A. Yes	157	83.5	B. No	28	14.9
			NR	3	1.6

Total 188

☐

4a. IF YES: Could you tell me how many?

4b. IF YES: How many of your children are in junior high school?

4c. IF YES: How many of your children are in senior high school?

5. How many years have any of your children attended ________________ School?

	N	%		N	%
A. Less than 1 year	15	8.0	D. 5 to 6 years	44	23.4
B. 1 to 2 years	48	25.5	E. More than 6 years	32	17.0
C. 3 to 4 years	49	26.1	Total 188		

☐

6. Have you noticed any changes at ________________ School in the past school year?

	N	%		N	%
A. Yes	101	53.7	B. No	84	44.7
			NR	3	1.6

Total 188

☐

6a. IF YES: What is your opinion of ________________ School now as compared to a year ago before you noticed these changes? Is your opinion much higher, somewhat higher, about the same, somewhat lower, or much lower?

	N	%		N	%
A. Much higher	31	30.7	D. Somewhat lower	3	3.0
B. Somewhat higher	44	43.6	E. Much lower	1	1.0
C. About the same	17	16.8	F. No opinion	4	4.0
Total 101			NR	1	1.0

☐

7. What is your opinion about ____________'s ability to understand the work in ____________________ School now as compared to, say, last September? Would you say the work is much more easily understood now, a little more understood now, a little less easily understood, much less easily understood now or hasn't there been any change?

	N	%		N	%
A. Much more easily understood	102	54.3	D. A little less easily understood now	6	3.2
B. A little more easily understood	64	34.0	E. Much less easily understood now	2	1.1
C. No change	12	6.4	F. Don't know	2	1.1
			Total 188		

7a. IF RESPONSE IS C OR D: Could you tell me the reason?

8. From your observations of ____________________, what are your feelings
(child's name)
about (his) (her) interest in school this school year? Would you say that there's much interest this year, some interest, little interest, or no interest?

		N	%			N	%
A.	Much interest	110	58.5	D.	No interest	4	2.1
B.	Some interest	44	23.4	E.	Don't know	6	3.2
C.	Little interest	17	9.0		NR	7	3.7
					Total 188		

☐

8a. IF THE RESPONSE IS A, B, C or D: Well, what do you think is the reason for this?

IF CHILD IS IN FIRST GRADE, GO TO PAGE 3a (GREEN SHEET).

9. Now a few questions about ____________________'s reading. Has (he) (she) been
(name)
receiving any extra reading help at school this year?

		N	%
A.	Yes	57	36.8
B.	No	67	43.2
C.	Don't know	27	17.4
	NR	4	2.6

Total 155

☐

9a. IF YES: In your opinion, how helpful do you think this extra help has been? Would you say very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%
A.	Very helpful	42	73.7	D.	Of no help	1	1.8
B.	Somewhat helpful	11	19.3	E.	Don't know		
C.	Of little help	1	1.8		NR	2	3.5
					Total 57		

☐

10. What would you say about ____________________'s progress in reading since last September? Would you say (he) (she) reads much better, a little better, about the same, a little worse, or much worse?

		N	%			N	%
A.	Much better	83	53.5	D.	A little worse	1	0.6
B.	A little better	47	30.3	E.	Much worse		
C.	About the same	17	11.0	F.	Don't know	2	1.3
					NR	5	3.2
					Total 155		

☐

11. Concerning the amount of material read, would you say (he) (she) reads much more now, reads a little more now, reads about the same amount, reads a little less now, or reads much less now than in last September?

		N	%			N	%
A.	Reads much more now	67	43.2	D.	Reads a little less	1	0.6
B.	Reads a little more now	53	34.2	E.	Reads much less	5	3.2
C.	Reads about the same	20	12.9	F.	Don't know	2	1.3
					NR	7	4.5
					Total 155		

☐

ESEA Interview Questionnaire FIRST GRADE ONLY

9. What would you say about (his) (her) progress in learning to read? Would you say (he) (she) can now read all the stories in (his) (her) reading book, some of the easier stories, or doesn't (he) (she) read yet?

	N	%
A. Reads all stories	16	48.5
B. Reads easier stories	15	45.5
C. Doesn't read yet	2	6.1
D. Don't know		
Total	33	

☐

10. How helpful do you feel the present program of reading instruction at

_______________ School is in helping _______________ to learn
(name)

to read? Would you say very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	20	60.6	D. Of no help		
B. Somewhat helpful	4	12.1	E. Don't know	5	15.2
C. Of little help	4	12.1	Total	33	

☐

11. What about _______________'s writing? Would you say (he) (she) writes
(name)

quite well, or is what (he) (she) writes sometimes hard to read, or doesn't (he) (she) write yet?

	N	%		N	%
A. Writes well	22	66.7	C. Doesn't write	3	9.1
B. Sometimes hard to read	8	24.2	D. Don't know		
			Total	33	

☐

12. How helpful do you feel the present program of instruction at _______________ School is in helping _______________ to learn to write? Would you say
(name)

it's very helpful, somewhat helpful, little help or no help?

	N	%		N	%
A. Very helpful	21	63.6	D. Of no help		
B. Somewhat helpful	10	30.3	E. Don't know	1	3.0
C. Of little help	1	3.0	Total	33	

☐

GO TO QUESTION NO. 17 on PAGE 5 AND CONTINUE INTERVIEW

12. How helpful do you feel the present program of reading instruction at ___ ____________ School is in helping ________________ (name) to improve (his) (her) reading? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%
A	Very helpful	87	56.1	D.	Of no help	3	1.9
B.	Somewhat helpful	41	26.5	E.	Don't know	15	9.7
C.	Of little help	5	3.2		NR	4	2.6
					Total 155		

☐

13. What about ________________ (name)'s handwriting? What progress has (he) (she) made since last September? Would you say that (his) (her) handwriting is much better, a little better, about the same, a little worse, or much worse than in last September?

		N	%			N	%
A.	Much better	68	43.9	D.	A little worse		
B.	A little better	62	40.0	E.	Much worse		
C.	About the same	21	13.5	F.	Don't know	2	1.3
					NR	2	1.3
					Total 155		

☐

14. How helpful do you feel the present program of instruction at ____________ School is in helping ________________ (name) to improve (his) (her) handwriting? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%
A.	Very helpful	79	51.0	D.	Of no help	4	2.6
B.	Somewhat helpful	45	29.0	E.	Don't know	11	7.1
C.	Of little help	12	7.7		NR	4	2.6
					Total 155		

☐

15. What about ________________ (name)'s progress in spelling since last September? Would you say (he) (she) spells much better now, spells a little better now, spells a little worse now, spells much worse now, or hasn't there been any change?

		N	%			N	%
A.	Spells much better now	70	45.2	D.	Spells a little worse now		
B.	Spells a little better now	61	39.4	E.	Spells much worse now	1	0.6
C.	No change	18	11.6	F.	Don't know	3	1.9
					NR	2	1.3
					Total 155		

☐

16. How helpful do you feel the present program of instruction at ____________ School is in helping ________________ (name) to improve (his) (her) spelling? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%
A.	Very helpful	78	50.3	D.	Of no help	3	1.9
B.	Somewhat helpful	41	26.5	E.	Don't know	9	5.8
C.	Of little help	20	12.9		NR	4	2.6
					Total 155		

☐

17. As compared to last September, does ________________ (name) talk in general much more now, a little more now, a little less now, much less now or hasn't there been any change?

		N	%			N	%
A.	Talks much more now	97	51.6	D.	Talks a little less now	5	2.7
B.	Talks a little more now	43	22.9	E.	Talks much less now		
C.	No change	40	21.3	F.	Don't know	2	1.1
					NR	1	0.5
					Total 188		☐

18. How about (his) (her) ability to listen to what others are saying now as compared to last September? Do you think (he) (she) listens much more now, listens a little more now, listens a little less now, listens much less now or hasn't there been any change?

		N	%			N	%
A.	Listens much more now	61	32.4	D.	Listens a little less now	15	8.0
B.	Listens a little more now	84	44.7	E.	Listens much less now	2	1.1
C.	No change	24	12.8	F.	Don't know	1	0.5
					NR	1	0.5
					Total 188		

19. Now, some information about library books. Does ________________ (name) bring library books home?

		N	%			N	%
A.	Yes	159	84.6	C.	Don't know		
B.	No	27	14.4		NR	2	1.1
					Total 188		☐

19a IF YES: Which library does (he) (she) usually bring them from?

		N	%			N	%
A.	Public Library	16	10.1	C.	Public and school library	44	27.7
B.	School library	98	61.6	D.	Other (Record what is said)	1	0.6
					Total 159		☐

19b. IF YES: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last September? Would you say many more now, a few more now, a few less now, many less now or hasn't there been any change?

		N	%			N	%
A.	Many more now	42	26.4	D.	Few less	11	6.9
B.	Few more now	53	33.3	E.	Many less	4	2.5
C.	No change	46	28.9	F.	Don't know	2	1.3
					NR	1	0.6
					Total 159		☐

20. How much homework does ________________ bring home? Would you say very
(name)
much, some, very little, or none?

		N	%			N	%
A.	Very much	30	16.0	D.	None	20	10.6
B.	Some	86	45.7	E.	Don't know		
C.	Very little	50	26.6		NR	2	1.1
					Total 188		

☐

20a. IF THE RESPONSE IS A, B, OR C: Compared to last September, does (he) (she) bring home more now, less now, or hasn't there been any change?

		N	%			N	%
A.	More now	80	48.2	C.	No change	56	33.7
B.	Less now	23	13.9	D.	Don't know	2	1.2
					NR	5	3.0
					Total 166		

20b. IF THE RESPONSE IS A, B OR C: Compared to last September, how much time would you say (he) (she) spends on (his) (her) homework now, much more time, a little more time, a little less time, much less time, or hasn't there been any change?

		N	%			N	%
A.	Spends much more time	51	30.7	D.	Spends a little less time	21	12.7
B.	Spends a little more time	60	36.1	E.	Spends much less time	2	1.2
C.	No change	23	13.9	F.	Don't know	4	2.4
					NR	5	3.0
					Total 166		

21. Have you had occasion to talk to the school nurse this school year?

		N	%			N	%
A.	Yes	102	54.3	B.	No	85	45.2
	Total 188				NR	1	0.5

☐

21a. IF YES: About how many times?

		N	%			N	%
A.	1 to 2	51	50.0	D.	More than 6	11	10.8
B.	3 to 4	31	30.4	E.	Don't know	1	1.0
C.	5 to 6	7	6.9		NR	1	1.0
					Total 102		

21b. IF YES: Could you tell me the reason for talking to the school nurse? Was it because of an accident, emergency illness, health examination or attendance?

		N	%			N	%
A.	Accident	8	7.8	D.	Attendance	2	2.0
B.	Emergency illness	27	26.5	E.	Other (Record what is said)	17	16.7
C.	Health examination	48	47.1		Total 102		

☐

22. Did you know that the Oakland Public Schools have employed parents and community residents called Teacher Aides to assist teachers?

	N	%			N	%	
A. Yes	163	86.7		B. No	24	12.8	☐
			Total 188	NR	1	.5	

22a. IF YES: Have you talked to any of these Teacher Aides this school year?

	N	%			N	%	
A. Yes	81	49.7		B. No	80	49.1	☐
			Total 163	NR	2	1.2	

22b. IF YES: What is your opinion concerning the value of this help for teachers and students? Would you say this help is very valuable, somewhat valuable, of little value, or of no value?

	N	%		N	%	
A. Very valuable	86	52.8	D. Of no value			
B. Somewhat valuable	20	12.3	E. Don't know	4	2.5	
C. Of little value	3	1.8	NR	50	30.7	☐
			Total 163			

23. What about trips? How many field trips has your child gone on with his class since beginning school in September?

	N	%		N	%	
A. 0	9	4.8	D. 5 to 6	27	14.4	
B. 1 to 2	57	30.3	E. More than 6	16	8.5	
C. 3 to 4	74	39.4	F. Don't know	2	1.1	☐
			NR	3	1.6	
			Total 188			

23a. IF 1 OR MORE: How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, of little value, or of no value?

	N	%		N	%	
A. Very valuable	125	71.8	D. Of no value	2	1.1	
B. Somewhat valuable	30	17.2	E. Don't know	2	1.1	
C. Of little value	13	7.5	NR	2	1.1	
			Total 174			☐

24. How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, there should be a few less of these trips, or there should be many less.

	N	%		N	%
A. Should be many more	51	27.1	D. Should be a few less	4	2.1
B. Should be a few more	49	26.1	E. Should be many less	1	0.5
C. About right now	75	39.9	F. Don't know	3	1.6
			NR	5	2.7
			Total 188		

25. Has there been a change in the number of special assemblies or class programs ________________ has attended at ________________School this spring
(name)
as compared to last fall?

		N	%			N	%
A.	Yes	53	28.2	C.	Don't know	53	28.2
B.	No	77	41.0		NR	5	2.7
					Total	188	

☐

25a. IF YES: Well, how valuable do you feel these programs have been: Would you say very valuable, somewhat valuable, of little value, or of no value?

		N	%			N	%
A.	Very valuable	32	60.4	D.	Of no value		
B.	Somewhat valuable	16	30.2	E.	Don't know	2	3.8
C.	A little valuable	2	3.8		NR	1	1.9
					Total	53	

☐

26. Now, all the questions I've been asking you refer to the ESEA program of additional services at ________________ School. In your opinion, how helpful has this program been in improving ________________'s education?
(name)
Would you say it's been very helpful, somewhat helpful, little help, or of no help?

		N	%			N	%
A.	Very helpful	127	67.6	D.	Of no help	2	1.1
B.	Somewhat helpful	37	19.7	E.	Don't know	13	6.9
C.	Of little help	7	3.7		NR	2	1.1
					Total	188	

☐

27. As a parent, have you had any problems in working with the school this school year?

		N	%			N	%
A.	Yes	12	6.4	B.	No	174	92.6
	Total	188			NR	2	1.1

☐

27a. IF YES: Well, what particular problems?

28. What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair, or poor?

		N	%			N	%
A.	Excellent	58	30.9	D.	Poor	9	4.8
B.	Good	62	33.0	E.	Don't know	6	3.2
C.	Fair	50	26.6	F.	No opinion	1	0.5
	Total	188			NR	2	1.1

☐

29. What is your overall opinion of ________________School? Would you rate it as being excellent, above average, average, below average, or poor?

		N	%			N	%
A.	Excellent	36	19.1	D.	Below average	14	7.4
B.	Above average	28	14.9	E.	Poor	7	3.7
C.	Average	97	51.6	F.	Don't know	4	2.1
					NR	2	1.1
					Total	188	

30. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

FMM:aw,im 5/16/68

APPENDIX VI-A-2

Research Department
Oakland Public Schools

Interview No. ______

ESEA PARENT INTERVIEW
(JUNIOR HIGH)

Interviewer ____________________ Date Assigned ____________

Student ____________________ School ____________

Resident's Address ____________________ Apt. Number ______

Call No.	Date	Hour	Result of Call
1.			
2.			
3.			

Time Interview Began ________ Time Interview Ended ______

Comments:

APPENDIX VI-A-2

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA INTERVIEW QUESTIONNAIRE
(JUNIOR HIGH)

Hello, I'm ____________________, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions about this year's educational program, in the school your child attends. This is the program made possible by the federal Elementary, Secondary Education Act and is usually referred to as the ESEA program.

1. You have a child ________________ (name) in ________________ (level) at ________________ (school)

Is that correct?

	N	%		N	%	
A. Yes	**102**	**100.0**	B. No			☐
			Total	**102**		

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

1b. IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

2. Are you familiar with the ESEA Compensatory Education program in the schools which began in February of 1966?

	N	%		N	%	
A. Yes	**40**	**39.2**	B. No	**62**	**60.8**	☐
			Total	**102**		

2a. IF NO: Well, very briefly, it is a plan of instruction, aimed at helping students do a better job in school. It has meant the hiring of more teachers and other school people, the introduction of new reading and language programs and the use of parents as assistants to teachers. Also, students have been taken on trips and tours of the community.

3. Have you been receiving the Oakland School District's ESEA publication called New Directions which tells of the activities of students in the Oakland Schools?

	N	%		N	%	
A. Yes	**41**	**40.2**	B. No	**60**	**58.8**	☐
			No Response	**1**	**1.0**	
			Total	**102**		

4. Since ______________ is going to one of the schools with this ESEA program, I'm going to ask some questions about your feeling regarding (his) (her) activities in ________________ School. But first, do you have any other children attending the Oakland Public Schools?

	N	%		N	%	
A. Yes	88	86.3	B. No	14	13.7	☐
			Total 102			

4a. IF YES: Could you tell me how many?

4b. IF YES: How many of your children are in junior high school?

4c. IF YES: How many of your children are in senior high school?

5. How many years have any of your children attended ________________ School?

	N	%		N	%
A. Less than 1 year	5	5.0	D. 5 to 6 years	13	12.7
B. 1 to 2 years	26	25.5	E. More than 6 years	23	22.5
C. 3 to 4 years	35	34.3	Total 102		

☐

6. Have you noticed any changes at ____________ School in the past school year?

	N	%		N	%	
A. Yes	32	31.4	B. No	69	67.6	☐
	Total	102	No Response	1	1.0	

6a. IF YES: What is your opinion of ______________ School now as compared to a year ago before you noticed these changes? Is your opinion much higher, somewhat higher, about the same, somewhat lower, or much lower?

	N	%		N	%	
A. Much higher	3	9.4	D. Somewhat lower	2	6.3	
B. Somewhat higher	14	43.8	E. Much lower	5	15.6	
C. About the same	6	18.8	F. No opinion	1	3.1	☐
	Total	32	No Response	1	3.1	

7. What is your opinion about ______________'s ability to understand the work in ________________ School now as compared to, say, last September? Would you say the work is much more easily understood now, a little more understood now, a little less easily understood, much less easily understood now or hasn't there been any change?

	N	%		N	%	
A. Much more easily understood	32	31.3	D. A little less easily understood now	10	9.9	
B. A little more easily understood	28	27.5	E. Much less easily understood now	5	4.9	
C. No change	22	21.6	F. Don't know	5	4.9	☐
			Total 102			

7a. IF RESPONSE IS C OR D: Could you tell me the reason?

8. From your observations of ________________ (child's name), what are your feelings about (his) (her) interest in school this school year? Would you say that there's much interest this year, some interest, little interest, or no interest?

	N	%		N	%
A. Much interest	53	52.0	D. No interest	2	2.0
B. Some interest	31	30.4	E. Don't know	1	1.0
C. Little interest	14	13.7	**No Response**	1	1.0
			Total 102		

☐

8a. IF THE RESPONSE IS A, B, C or D: Well, what do you think is the reason for this?

9. Now a few questions about ________________ (name)'s reading. Has (he) (she) been receiving any extra reading help at school this year?

	N	%
A. Yes	19	18.6
B. No	70	68.6
C. Don't know	13	12.7
Total 102		

☐

9a. IF YES: In your opinion, how helpful do you think this extra help has been? Would you say very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	11	57.9	D. Of no help		
B. Somewhat helpful	3	15.8	E. Don't know	1	5.3
C. Of little help	3	15.8	**No Response**	1	5.3
			Total 19		

☐

10. What would you say about ________________'s progress in reading since last September? Would you say (he) (she) reads much better, a little better, about the same, a little worse, or much worse?

	N	%		N	%
A. Much better	41	40.2	D. A little worse		
B. A little better	30	29.4	E. Much worse	1	1.0
C. About the same	28	27.5	F. Don't know	2	2.0
			Total 102		

☐

11. Concerning the amount of material read, would you say (he) (she) reads much more now, reads a little more now, reads about the same amount, reads a little less now, or reads much less now than in last September?

	N	%		N	%
A. Reads much more now	27	26.5	D. Reads a little less	7	6.9
B. Reads a little more now	38	37.3	E. Reads much less	1	1.0
C. Reads about the same	29	28.4	F. Don't know		
			Total	102	

☐

12. How helpful do you feel the present program of reading instruction at ________________ School is in helping ________________ (name) to improve (his) (her) reading? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	40	39.0	D. Of no help	6	5.9
B. Somewhat helpful	32	31.4	E. Don't know	9	8.8
C. Of little help	14	13.7	**No Response**	1	1.0
			Total	102	

☐

13. What about ________________ (name)'s handwriting? What progress has (he) (she) made since last September? Would you say that (his) (her) handwriting is much better, a little better, about the same, a little worse, or much worse than in last September?

	N	%		N	%
A. Much better	41	40.2	D. A little worse	1	1.0
B. A little better	33	32.3	E. Much worse		
C. About the same	27	26.5	F. Don't know		
			Total	102	

☐

14. How helpful do you feel the present program of instruction at ________________ School is in helping ________________ (name) to improve (his) (her) handwriting? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	30	29.4	D. Of no help	12	11.8
B. Somewhat helpful	37	36.3	E. Don't know	5	4.9
C. Of little help	18	17.6	**Total**	102	

☐

15. What about ________________ (name)'s progress in spelling since last September? Would you say (he) (she) spells much better now, spells a little better now, spells a little worse now, spells much worse now, or hasn't there been any change?

	N	%		N	%
A. Spells much better now	36	35.3	D. Spells a little worse now	3	2.9
B. Spells a little better now	44	43.1	E. Spells much worse now		
C. No change	16	15.7	F. Don't know	3	2.9
			Total	102	

☐

ESEA Interview Questionnaire (Junior High)

16. How helpful do you feel the present program of instruction at _______________ School is in helping _________________ to improve (his) (her) spelling?
(name)

Would you say it's very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	41	40.2	D. Of no help	6	5.9
B. Somewhat helpful	35	34.3	E. Don't know	5	4.9
C. Of little help	14	13.7	**No Response**	1	1.0
			Total	**102**	

☐

17. As compared to last September, does _______________ talk in general much
(name)

more now, a little more now, a little less now, much less now or hasn't there been any change?

	N	%		N	%
A. Talks much more now	46	45.1	D. Talks a little less now	5	4.9
B. Talks a little more now	18	17.6	E. Talks much less now	2	2.0
C. No change	31	30.4	F. Don't know		
			Total	**102**	

☐

18. How about (his) (her) ability to listen to what others are saying now as compared to last September? Do you think (he) (she) listens much more now, listens a little more now, listens a little less now, listens much less now or hasn't there been any change?

	N	%		N	%
A. Listens much more now	34	33.3	D. Listens a little less now	12	11.8
B. Listens a little more now	34	33.3	E. Listens much less now	5	4.9
C. No change	16	15.7	F. Don't know	1	1.0
			Total	**102**	

☐

19. Now, some information about library books. Does ________________ bring

library books home?

	N	%		N	%
A. Yes	72	70.6	C. Don't know	2	2.0
B. No	28	27.5	**Total**	**102**	

☐

19a. IF YES: Which library does (he) (she) usually bring them from?

	N	%		N	%
A. Public Library	14	19.4	C. Public and school library	20	27.8
B. School Library	38	52.8	D. Other (Record what is said)		
Total	**72**				

☐

19b. IF YES: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last September? Would you say many more now, a few more now, a few less now, many less now or hasn't there been any change?

	N	%		N	%
A. Many more now	9	12.5	D. Few less	9	12.5
B. Few more now	27	37.5	E. Many less	1	1.4
C. No change	26	36.1	F. Don't know		
			Total	**72**	

☐

20. How much homework does ____________ (name) bring home? Would you say very much, some, very little, or none?

	N	%		N	%
A. Very much	28	27.5	D. None	9	8.8
B. Some	32	31.4	E. Don't know		
C. Very little	33	32.4	Total 102		

☐

20a. IF THE RESPONSE IS A, B OR C: Compared to last September, does (he) (she) bring home more now, less now, or hasn't there been any change?

	N	%		N	%
A. More now	39	41.9	C. No change	28	30.1
B. Less now	22	23.7	D. Don't know	2	2.2
Total 102			**No Response**	2	2.2

☐

20b. IF THE RESPONSE IA A, B OR C: Compared to last September, how much time would you say (he) (she) spends on (his) (her) homework now, much more time, a little more time, a little less time, much less time, or hasn't there been any change?

	N	%		N	%
A. Spends much more time	26	28.0	D. Spends a little less time	8	8.6
B. Spends a little more time	32	34.4	E. Spends much less time	4	4.3
C. No change	22	23.7	F. Don't know	1	1.1
			Total 102		

☐

21. Have you had occasion to talk to the school nurse this school year?

	N	%		N	%
A. Yes	40	39.2	B. No	62	60.8
			Total 102		

☐

21a. IF YES: About how many times?

	N	%		N	%
A. 1 to 2	19	47.5	D. More than 6	4	10.0
B. 3 to 4	12	30.0	E. Don't know	1	2.5
C. 5 to 6	3	7.5	**No Response**	1	2.5
			Total 40		

☐

21b. IF YES: Could you tell me the reason for talking to the school nurse? Was it because of an accident, emergency illness, health examination or attendance?

	N	%		N	%
A. Accident	3	7.5	D. Attendance	2	5.0
B. Emergency illness	13	32.5	E. Other (Record what is said)	4	10.0
C. Health examination	16	40.0			
Total 40			**No Response**	2	5.0

☐

22. Did you know that the Oakland Public Schools have employed parents and community residents called Teacher Aides to assist teachers?

	N	%		N	%
A. Yes	84	82.4	B. No	17	16.7
Total 102			**No Response**	1	1.0

☐

22a. IF YES: Have you talked to any of these Teacher Aides this school year?

	N	%		N	%
A. Yes	30	35.7	B. No	51	60.7
Total 84			**No Response**	3	3.6

☐

22b. IF YES: What is your opinion concerning the value of this help for teachers and students? Would you say this help is very valuable, somewhat valuable, of little value, or of no value?

	N	%		N	%
A. Very valuable	31	36.9	D. Of no value	1	1.2
B. Somewhat valuable	16	19.0	E. Don't know	1	1.2
C. Of little value			**No response**	35	41.7
			Total 102		

☐

23. What about trips? How many field trips has your child gone on with his class since beginning school in September?

	N	%		N	%
A. 0	15	14.7	D. 5 to 6	11	10.8
B. 1 to 2	35	34.3	E. More than 6	2	2.0
C. 3 to 4	36	35.3	F. Don't know	1	1.0
Total 102			**No response**	2	2.0

☐

23a. IF 1 OR MORE: How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, of little value, or of no value?

	N	%		N	%
A. Very valuable	43	51.2	D. Of no value		
B. Somewhat valuable	26	31.0	E. Don't know	1	1.2
C. Of little value	14	16.7	**Total 84**		

☐

24. How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, there should be a few less of these trips, or there should be many less.

	N	%		N	%
A. Should be many more	24	23.5	D. Should be a few less	3	2.9
B. Should be a few more	38	37.3	E. Should be many less	1	1.0
C. About right now	26	25.5	F. Don't know	6	5.9
			No Response	4	3.9
			Total 102		

☐

ESEA Interview Questionnaire (Junior High)

25. Has there been a change in the number of special assemblies or class programs ________________ has attended at ________________School this spring
(name)
as compared to last fall?

	N	%		N	%
A. Yes	31	30.4	C. Don't know	26	25.5
B. No	44	43.1	**No Response**	1	1.0
			Total 102		

☐

25a. IF YES: Well, how valuable do you feel these programs have been: Would you say very valuable, somewhat valuable, of little value, or of no value?

	N	%	
A. Very valuable	18	58.1	D. Of no value
B. Somewhat valuable	13	41.9	E. Don't know
C. A little valuable			**Total** 31

☐

26. Have you talked to ________________'s counselor this school year?
(name)

	N	%		N	%
A. Yes	61	59.8	B. No	40	39.3
Total	31		**No response**	1	1.0

☐

26a. IF YES: About how many times since last September?

	N	%		N	%
A. 0			D. 5 to 6	6	9.8
B. 1 to 2	33	54.1	E. More than 6	5	8.2
C. 3 to 4	17	27.9	**Total** 61		

☐

27. Has there been any change in the number of times ________________ has seen
(name)
the counselor this year as compared to last year?

	N	%		N	%
A. Yes	36	35.3	C. Don't know	16	15.7
B. No	49	48.0	**No Response**	1	1.0
			Total 102		

☐

27a. IF YES: Has (he) (she) been able to see (his) (her) counselor more often this school year than last year?

	N	%	
A. Yes	27	75.0	C. Don't know
B. No	9	25.0	**Total** 36

☐

27b. IF YES TO 27a.: Would you say (he) (she) has seen (his) (her) counselor much more often, somewhat more often, or a little more often than last year?

	N	%		N	%
A. Much more	15	55.6	C. A little more	4	14.8
B. Somewhat more	7	25.9	D. Don't know		
			No response	1	3.7
			Total 27		

☐

28. Well, how satisfied are you with the amount of time (he) (she) is able to spend with (his) (her) counselor this school year? Would you like (him) (her) to spend much more time, a little more time, a little less time, much less time, or the present is satisfactory? 9

	N	%		N	%
A. Much more time	10	9.8	D. A little less time	3	2.9
B. A little more time	11	10.8	E. Much less time	6	5.9
C. Present satisfactory	62	60.8	F. Don't know	5	4.9
Total	**102**		**No Response**	5	4.9

☐

29. In your opinion, how valuable has the assistance of the counselor been? Would you say, very valuable, somewhat valuable, of little value, or of no value.

	N	%		N	%
A. Very valuable	46	45.1	D. Of no value		
B. Somewhat valuable	23	22.5	E. Don't know	14	13.7
C. Of little value	16	15.7	**No Response**	3	2.9
			Total	**102**	

☐

30. Have you talked to any other school person about your child other than his principal, counselor, teacher, or the nurse this year?

	N	%		N	%
A. Yes	8	7.8	C. Don't remember		
B. No	91	89.2	**No Response**	3	2.9
			Total	**102**	

☐

30a. IF YES: What was the title or name of the person you talked to?

☐

30b. IF YES: What was the area or areas of your child's activity this person was concerned about?

	N	%		N	%
A. Attendance	2	25.0	C. Other (**Record** what is said)		
B. Progress in school	5	62.5	D. Don't remember	1	12.5
			Total	**8**	

☐

30c. IF YES: In your opinion, how valuable has the assistance of this person been? Would you say very valuable, somewhat valuable, of little value, or of no value?

	N	%		N	%
A. Very valuable	5	62.5	D. Of no value	2	25.0
B. Somewhat valuable			E. Don't know	1	12.5
C. Of little value			**Total**	**8**	

☐

31. Has ____________________ made use of the file of occupational materials
(name)
which the school has made available to help students?

	N	%		N	%
A. Yes	40	39.2	C. Don't know	18	17.6
B. No	40	39.2	**No Response**	4	3.9
			Total 102		

☐

31a. IF YES: In your opinion, has (he) (she) used the file more since last year?

	N	%		N	%
A. Yes	28	70.0	C. Don't know	2	5.0
B. No	9	22.5	**No Response**	1	2.5
			Total 40		

☐

31b. IF YES TO NO. 31a: Would you say that this school year (he) (she) has used it much more, somewhat more, or a little more than last year?

	N	%		N	%
A. Much more	12	42.9	C. A little more	4	14.3
B. Somewhat more	10	35.7	D. Don't know	1	3.6
			No Response	1	3.6
			Total 28		

☐

32. Now, all the questions I've been asking you refer to the present ESEA program of additional services at ________________ School. In your opinion, how helpful has this program been in improving ____________________'s
(name)
education?

Would you say it's been very helpful, somewhat helpful, of little help, or of no help?

	N	%		N	%
A. Very helpful	55	53.9	D. Of no help	2	2.0
B. Somewhat helpful	32	31.4	E. Don't know	5	4.9
C. Of little help	8	7.8	**Total** 102		

☐

33. Now, as a parent, have you had any problems in working with the school?

	N	%		N	%
A. Yes	39	38.2	B. No	63	61.8
			Total 102		

☐

33a. IF YES: Well, what particular problems?

ESEA Interview Questionnaire (Junior High)

34. What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair, or poor?

		N	%			N	%
A.	Excellent	29	28.4	D.	Poor	7	6.9
B.	Good	28	27.5	E.	Don't know	1	1.0
C.	Fair	37	36.3	F.	No opinion		
				Total	**102**		

☐

35. What is your overall opinion of ________________ School? Would you rate it as being excellent, above average, average, below average, or poor?

		N	%			N	%
A.	Excellent	16	15.7	D.	Below average	6	5.9
B.	Above average	9	8.8	E.	Poor	8	7.8
C.	Average	63	61.8	F.	Don't know		
				Total	**102**		

☐

36. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child.

FMM:aw
5/17/68

Research Department
Oakland Public Schools

Interview No.____

ESEA PARENT INTERVIEW
Senior High

Interviewer________________________Date Assigned__________________

Student____________________________School________________________

Resident's Address______________________Apt. Number______________

Call No.	Date	Hour	Result of Call
1.			
2.			
3.			

Time Interview Began____________Time Interview Ended________

Comments:

OAKLAND PUBLIC SCHOOLS
Research Department

ESEA INTERVIEW QUESTIONNAIRE
SENIOR HIGH

Hello, I'm ________________, a member of the survey team from the Research Department of the Oakland Public Schools. May I come in and talk to you?

We are talking to parents throughout the area to get a few of your ideas or opinions about this year's educational program, in the school your child attends. This is the program made possible by the federal Elementary, Secondary Education Act and is usually referred to as the ESEA program.

1. You have a child ______________ (name) in ______________ (level) at ______________ (school). Is that correct?

		N	%			☐
A.	Yes	46	100.0	B.	No	

Total - 46

1a. IF YES: Since this is a survey requiring some questions I'm going to ask, I'll first say that any comments you make will be strictly confidential with no reference as to names or addresses.

1b. IF NO: Oh, I'm very sorry. We are only interested in talking to parents in the area who have children in the Oakland Public Schools. Thank you very much anyway.

2. Are you familiar with the ESEA Compensatory Education program in the schools which began in February of 1966?

		N	%			N	%	☐
A.	Yes	19	41.3	B.	No	27	58.7	

Total - 46

2a. IF NO: Well, very briefly, it is a plan of instruction, aimed at helping students do a better job in school. It has meant the hiring of more teachers and other school people, the introduction of new reading and language programs and the use of parents as assistants to teachers. Also, students have been taken on trips and tours of the community.

3. Have you been receiving the Oakland School District's ESEA publication called New Directions which tells of the activities of students in the Oakland schools?

		N	%			N	%	☐
A.	Yes	16	34.8	B.	No	29	63.0	
					No response	1	2.2	

Total - 46

4. Since ______________ is going to one of the schools with this ESEA program, I'm going to ask some questions about your feeling regarding (his) (her) activities in ______________ School. But first, do you have any other children attending the Oakland Public Schools?

	N	%		N	%
A. Yes	38	82.6	B. No	7	15.2
			No response	1	2.2

Total - 46 ☐

4a. IF YES: Could you tell me how many?

4b. IF YES: How many of your children are in junior high school?

4c. IF YES: How many of your children are in senior high school?

5. How many years have any of your children attended ______________ School?

	N	%		N	%
A. Less than 1 year	4	8.7	D. 5 to 6 years	4	8.7
B. 1 to 2 years	17	37.0	E. More than 6 years	5	10.9
C. 3 to 4 years	16	34.8			

Total - 46 ☐

6. Have you noticed any changes at ______________ School in the past school year?

	N	%		N	%
A. Yes	18	39.1	B. No	28	60.7

Total - 46 ☐

6a. IF YES: What is your opinion of ______________ School now as compared to a year ago before you noticed these changes? Is your opinion much higher, somewhat higher, about the same, somewhat lower, or much lower?

	N	%		N	%
A. Much higher	2	11.1	D. Somewhat lower	1	5.6
B. Somewhat Higher	6	33.3	E. Much Lower	1	5.6
C. About the same	7	38.9	F. No opinion		
			G. No response	1	5.6

Total - 18 ☐

7. What is your opinion about ______________'s ability to understand the work in ______________ School now as compared to, say, last September? Would you say the work is much more easily understood now, a little more understood now, a little less easily understood, much less easily understood now or hasn't there been any change?

	N	%		N	%
A. Much more easily understood	23	50.0	D. A little less easily understood now	2	4.3
B. A little more easily understood	9	19.6	E. Much less easily understood now		
C. No change	10	21.7	F. Don't know	2	4.3

Total - 46 ☐

7a. IF RESPONSE IS C OR D: Could you tell me the reasons?

8. From your observations of ____________________ (child's name), what are your feelings about (his) (her) interest in school this school year? Would you say that there's much interest this year, some interest, little interest, or no interest?

	N	%		N	%
A. Much interest	34	73.9	D. No interest	3	6.5
B. Some interest	6	13.0	E. Don't know		
C. Little interest	3	6.5			

☐

Total - 46

8a. IF THE RESPONSE IS A,B, C OR D: Well, what do you think is the reason for this?

9. Now a few questions about ____________________ (name)'s reading. Has (he) (she) been receiving any extra reading help at school this year?

	N	%
A. Yes	6	13.0
B. No	35	76.1
C. Don't know	5	10.9

☐

Total - 46

9a. IF YES: In your opinion, how helpful do you think this extra help has been? Would you say very helpful, somewhat helpful, of little help, or of no help?

	N	%	
A. Very helpful	4	66.7	D. Of no help
B. Somewhat helpful	1	16.7	E. Don't know
C. Of little help	1	16.7	

Total - 6 ☐

10. What would you say about ____________________'s progress in reading since last September? Would you say (he) (she) reads much better, a little better, about the same, a little worse, or much worse?

	N	%		N	%
A. Much better	22	47.8	D. A little worse		
B. A little better	9	19.6	E. Much worse		
C. About the same	10	21.7	F. Don't know	5	10.9

☐

Total - 46

11. Concerning the amount of material read, would you say (he) (she) reads much more now, reads a little more now, reads about the same amount, reads a little less now, or reads much less now than in last September?

	N	%		N	%
A. Reads much more now	19	41.3	D. Reads a little less		
B. Reads a little more now	13	28.3	E. Reads much less	1	2.2
C. Reads about the same	8	17.4	F. Don't know	5	10.9

☐

Total - 46

12. How helpful do you feel the present program of reading instruction at ____________ School is in helping ____________ (name) to improve (his) (her) reading? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%	
A.	Very helpful	24	52.2	D.	Of no help	3	6.5	☐
B.	Somewhat helpful	7	15.2	E.	Don't know	10	21.7	
C.	Of little help	2	4.3					

Total - 46

13. What about ____________ (name)'s handwriting? What progress has (he) (she) made since last September? Would you say that (his) (her) handwriting is much better, a little better, about the same, a little worse, or much worse than in last September?

		N	%			N	%	
A.	Much better	15	32.6	D.	A little worse			
B.	A little better	9	19.6	E.	Much worse			
C.	About the same	21	45.7	F.	Don't know	1	2.2	☐

Total - 46

14. How helpful do you feel the present program of instruction at ____________ School is in helping ____________ (name) to improve (his) (her) handwriting? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%	
A.	Very Helpful	16	34.8	D.	Of no help	4	8.7	
B.	Somewhat helpful	13	28.3	E.	Don't know	6	13.0	☐
C.	Of little help	5	10.9	**F.**	**No response**	2	4.3	

Total - 46

15. What about ____________ (name)'s progress in spelling since last September? Would you say (he) (she) spells much better now, spells a little better now, spells a little worse now, spells much worse now, or hasn't there been any change?

		N	%			N	%	
A.	Spells much better now	14	30.4	D.	Spells a little worse now			
B.	Spells a little better now	15	32.6	E.	Spells much worse now			
C.	No change	12	26.1	F.	Don't know	5	10.9	☐

Total - 46

16. How helpful do you feel the present program of instruction at ____________ School is in helping ____________ (name) to improve (his) (her) spelling? Would you say it's very helpful, somewhat helpful, of little help, or of no help?

		N	%			N	%	
A.	Very helpful	16	34.8	D.	Of no help	2	4.3	
B.	Somewhat helpful	14	30.4	E.	Don't know	7	15.2	☐
C.	Of little help	5	10.9	**F.**	**No response**	2	4.3	

Total - 46

17. As compared to last September, does ______________ (name) talk in general much more now, a little more now, a little less now, much less now or hasn't there been any change?

	N	%		N	%
A. Talks much more now	26	56.5	D. Talks a little less now	2	4.3
B. Talks a little more now	9	19.6	E. Talks much less now		
C. No change	9	19.6	F. Don't know		

☐

Total - 46

18. How about (his) (her) ability to listen to what others are saying now as compared to last September? Do you think (he) (she) listens much more now, listens a little more now, listens a little less now, listens much less now or hasn't there been any change?

	N	%		N	%
A. Listens much more now	23	50.0	D. Listens a little less now	1	2.2
B. Listens a little more now	12	26.1	E. Listens much less now		
C. No Change	8	17.4	F. Don't know	2	4.3

☐

Total - 46

19. Now, some information about library books. Does ______________ (name) bring library books home?

	N	%		N	%
A. Yes	24	52.2	C. Don't know	3	6.5
B. No	19	41.3			

☐

Total - 46

19a. IF YES: Which library does (he) (she) usually bring them from?

	N	%		N	%
A. Public Library	8	33.3	C. Public and school library	7	29.2
B. School Library	9	37.5	D. Other (Record what is said)		

☐

Total - 24

19b. IF YES: How does the number of books (he) (she) takes out now compare with the amount (he) (she) was taking out last September? Would you say many more now, a few more now, a few less now, many less now or hasn't there been any change?

	N	%		N	%
A. Many more now	7	29.2	D. Few less	3	12.5
B. Few more now	6	25.0	E. Many less	1	4.2
C. No Change	7	29.2	F. Don't know		

Total - 24

☐

20. How much homework does ____________________ (name) bring home? Would you say very much, some, very little, or none?

	N	%		N	%
A. Very much	15	32.6	D. None	5	10.9
B. Some	11	23.9	E. Don't know	2	4.3
C. Very little	13	28.3			

Total - 46 ☐

20a. IF THE RESPONSE IS A, B, OR C: Compared to last September, does (he) (she) bring home more now, less now, or hasn't there been any change?

	N	%		N	%
A. More now	18	46.2	C. No change	12	30.8
B. Less now	8	20.5	D. Don't know	1	2.3

Total - 39 ☐

20b. IF THE RESPONSE IS A, B, OR C: Compared to last September, how much time would you say (he) (she) spends on (his) (her) homework now, much more time, a little more time, a little less time, much less time, or hasn't there been any change?

	N	%		N	%
A. Spends much more time	15	38.5	D. Spends a little less time	2	5.1
B. Spends a little more time	9	23.8	E. Spends much less time	4	10.3
C. No change	8	20.5	F. Don't know	1	2.3

Total - 39 ☐

21. Have you had occasion to talk to the school nurse this school year?

	N	%		N	%
A. Yes	18	39.1	B. No	28	60.7

Total - 46 ☐

21a. IF YES: About how many times?

	N	%		N	%
A. 1 to 2	15	82.2	D. More than 6		
B. 3 to 4	2	11.1	E. Don't know	1	5.6
C. 5 to 6					

Total - 18 ☐

21b. IF YES: Could you tell me the reason for talking to the school nurse? Was it because of an accident, emergency illness, health examination or attendance?

	N	%		N	%
A. Accident	2	11.1	D. Attendance	1	5.6
B. Emergency illness	6	33.3	E. Other(Record what is said)	3.	16.7
C. Health examination	5	27.8	**F. No response**	1	5.6

Total - 18 ☐

22. Did you know that the Oakland Public Schools have employed parents and community residents called Teacher Aides to assist teachers?

	N	%		N	%
A. Yes	41	89.1	B. No	5	10.9

☐

Total - 46

22a. IF YES: Have you talked to any of these Teacher Aides this school year?

	N	%		N	%
A. Yes	12	29.3	B. No	28	68.3
			No response	1	2.4

☐

Total - 41

22b. IF YES: What is your opinion concerning the value of this help for teachers and students? Would you say this help is very valuable, somewhat valuable, of little value, or of no value?

	N	%		N	%
A. Very valuable	19	46.3	D. Of no value	1	2.4
B. Somewhat valuable	5	12.2	E. Don't know	2	4.9
C. Of little value			**F. No response**	14	34.1

Total - 41

☐

23. What about trips? How many field trips has your child gone on with his class since beginning school in September?

	N	%		N	%
A. 0	10	21.7	D. 5 to 6	6	13.0
B. 1 to 2	13	28.3	E. More than 6	3	6.5
C. 3 to 4	12	26.1	F. Don't know	2	4.3

☐

Total - 46

23a. IF 1 OR MORE: How valuable do you feel these trips have been? Would you say very valuable, somewhat valuable, of little value, or of no value?

	N	%		N	%
A. Very valuable	25	73.5	D. Of no value		
B. Somewhat valuable	7	20.6	E. Don't know	1	2.9
C. Of little value	1	2.9			

Total - 34

☐

24. How do you feel about the number of these trips? Do you think there should be many more, a few more, it's about right now, there should be a few less of these trips, or there should be many less.

	N	%		N	%
A. Should be many more	6	13.0	D. Should be a few less	1	2.2
B. Should be a few more	20	43.5	E. Should be many less		
C. About right now	16	34.8	F. Don't know	2	4.3
			G. No response	1	2.2

☐

Total - 46

25. Has there been a change in the number of special assemblies or class programs ______________ (name) has attended at ______________ School this spring as compared to last fall?

	N	%		N	%
A. Yes	21	45.7	C. Don't know	8	17.4
B. No	17	37.0			

Total - 46 ☐

25a. IF YES: Well, how valuable do you feel these programs have been: Would you say very valuable, somewhat valuable, of little value, or of no value?

	N	%	
A. Very valuable	11	52.4	D. Of no value
B. Somewhat valuable	7	33.3	E. Don't know
C. A little valuable	3	14.3	

Total - 21 ☐

26. Have you been able to attend any of the school meetings for parents held at McClymonds High School this school year?

	N	%		N	%
A. Yes	6	13.0	B. No	39	84.8
			No response	1	2.2

Total -46 ☐

26a. IF YES: About how many meetings have you attended?

26b. IF YES: How did you find out about these meetings?

	N	%		N	%
A. Printed notice	4	66.7	C. Told by friend	1	16.7
B. Student told parent			D. Other(Specify)	1	16.7

Total - 6 ☐

26c. IF NO: Were you ever notified or told about parent meetings?

	N	%		N	%
A. Yes	23	59.0	C. Don't know		
B. No	10	25.6	D. **No response**	6	15.4

Total - 39 ☐

27. What is the best way for the school to notify parents about meetings for parents?

	N	%		N	%
A. Printed notices	27	58.7	C. Other (Specify)	2	4.3
B. Telephone calls	17	37.0			

Total - 46 ☐

28. Have you ever heard about the Citizens' Advisory Committee at McClymonds High School?

		N	%			N	%	
A.	Yes	14	30.4	B.	No	32	69.6	☐

Total - 46

28a. IF YES: How did you find out about it?

28b. IF YES TO QUESTION NO. 28: What do you feel this Citizens' Advisory Committee should be doing to help improve the educational program at McClymonds High School?

29. Are you familiar with the activities of the West Oakland Planning Committee?

		N	%			N	%	
A.	Yes	13	28.3	B.	No	33	71.7	☐

Total - 46

29a. IF YES: Well, how valuable do you feel their activities have been? Would you say very valuable, somewhat valuable, of little value or of no value?

		N	%		
A.	Very valuable	8	61.5	D.	Of no value
B.	Somewhat valuable	4	30.8	E.	No opinion
C.	Of little value	1	7.7		

Total - 13 ☐

30. What do you feel would be the best way for the school to keep parents informed about important school matters?

31. Now, as a parent, have you had any problems in working with the school this school year?

		N	%			N	%	
A.	Yes	2	4.3	B.	No	44	95.7	☐

Total - 46

31a. IF YES: Well, what particular problems?

32. What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family? Would you say excellent, good, fair or poor?

		N	%			N	%
A.	Excellent	15	32.6	D.	Poor	1	2.2
B.	Good	21	45.7	E.	Don't know		
C.	Fair	7	15.2	F.	No opinion	2	4.3

☐

Total - 46

33. What is your overall opinion of McClymonds High School? Would you rate it as being excellent, above average, average, below average or poor in comparison to the majority of schools in Oakland?

		N	%			N	%
A.	Excellent	16	34.8	D.	Below average	6	13.0
B.	Above average	3	6.5	E.	Poor	2	4.3
C.	Average	18	39.1	F.	Don't know	1	2.2

☐

Total - 46

34. What suggestions would you make to the Oakland Public Schools to improve the educational program for your child?

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OAKLAND PUBLIC SCHOOLS
Research Department

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ABSTRACT

EVALUATION REPORT: ESEA PROGRAM OF COMPENSATORY EDUCATION

Prepared in cooperation with:

Division of Elementary Education

Division of Secondary Education

Division of Administrative and Special Services

Division of Urban Educational Services

UD 007 861 - 3

Submitted by: Alden W. Badal
Director of Research

Date: October 8, 1968

FOREWORD

In recent years educators across the nation have launched massive efforts to break the patterns of lagging educational progress of children from communities with high concentrations of poor and minority families. During the past four years Congress has shown an increasing interest in and commitment to educational programs designed to compensate for the disadvantages of growing up under conditions of poverty. Forty major education laws have been passed in this period and in the last ten years federal expenditures have grown from $375 million to more than $4 billion in fiscal year 1968.

The Oakland schools have participated in these federally assisted compensatory programs at every opportunity. The local ESEA Title I program which is described in this abstract began two and one half years ago in February 1966. The subjective reports, or opinions, of school personnel and parents have been enthusiastic and optimistic. As will be noted in the accompanying abstract of the findings of the evaluation studies, school staff and parents report that significant progress has been made in several attitudinal and skill areas.

Objective test data covering the areas of basic reading and language skills have been accumulated on more than 20,000 Oakland children receiving various patterns of district and compensatory educational programs. Analyses made at the end of one semester and at the end of three semesters had warranted a preliminary conclusion that small, but significant, progress had been made in breaking the patterns of below-average rates of reading and language progress in target area schools. However, analyses of test data this year, covering a two and one half year period, have revealed that, while target area pupils are clearly making progress in basic language skills areas, their rate of growth over this period of time, in general, has been no greater than the rate for pupils in similar schools who are not participating in the compensatory program.

Oakland's experience has been shared across the country. A report of the U. S. Commission on Civil Rights indicated that none of the programs it had surveyed "appear to have raised significantly the achievement of participating pupils." This includes many well-known programs such as Higher Horizons, More Effective Schools, and Project Headstart as well as innovative pilot projects giving decision-making powers to community-based boards.

While the schools have experienced a sharp increase in the level of federal support for compensatory education, the allocations have been uncertain and sporadic. This has resulted in a continuing series of emergency reorganizations of budgets and plans. The initial allocation for fiscal year 1967 was not available until midyear and districts were given an inadequate amount of time to thoroughly plan and staff their proposed programs. An entire year's allocations was provided for the first semester (spring 1966) which amounted to a 200% level of funding. Notice was then received to plan the program for the full 1966-67 school year on an 85% budget. It was not until late spring of that year that the remaining monies became available. Consequently, it was necessary to place first priorities on covering salary commitments to professional personnel and more than 300 community residents who were employed in paraprofessional positions. Many supportive services and materials had to be seriously cut back. In numerous instances materials and equipment purchases were of necessity delayed to the point that they arrived in the final weeks of school. A similar pattern characterized the 1967-68 operation when the program had to be planned on an 80% budget and the amount of the final entitlement was not known until late spring. Each year, too, cutbacks from the level provided in the first year of operation have become more serious because of increasing salary costs.

Despite the many funding problems which have been encountered in the operation of the ESEA Title I program, the findings reported in the evaluation study have resulted in the initiation of a careful reexamination of the program plan and operation with the intention of instrumenting quality improvements. Some of these changes are still in the process of formulation; others have begun to take place or will in the near future. Among these changes are the following:

(1) Extended analyses of school-by-school results and consultation with program personnel is in progress in an attempt to identify the particular patterns of organization and instructional innovations which have been most effective. These analyses should provide a valuable base for making additional program refinements.

(2) Introduction of the "multi-media" approach to teaching reading in approximately 50 first and second grade classes. A teacher on special assignment who has assisted with a district "multi-media" pilot program for the past four and one half years will be assigned full time to coordinate a comprehensive orientation and inservice program. The "multi-media" approach was originally developed under the Ford Foundation program and has been tried in eleven schools throughout the city. Studies have shown promising results with "multi-media" participants achieving significantly higher reading scores than control groups.

(3) Plans are being made to reinstate the inservice demonstration team, initiated under our EOA program in 1965 and discontinued when funds were withdrawn, in order to provide increased opportunities at each site for the observation and discussion of promising instructional approaches.

(4) A realignment of ESEA program administration and instructional planning and supervision is being implemented to bring about greater coordination with regular district efforts.

(5) A teacher on special assignment has been assigned responsibilities for augmenting and coordinating the remedial reading program in the target elementary and parochial schools. Efforts will be made to increase the numbers of pupils for whom intensive remedial instruction is available.

(6) A teacher on special assignment will be assigned responsibilities for extending services to bilingual pupils at selected target area school sites.

(7) Plans are being formulated to establish after-school-hours study centers at 12 school sites.

INTRODUCTION

The purpose of this abstract is to summarize briefly the results of the 1967-68 ESEA Title-I evaluation studies which are presented in complete form in the publication, Evaluation Report: ESEA Program of Compensatory Education. Like the full report, the basic organization of this abstract follows the general outline of the original Oakland Public Schools Title I Application for 1967-68.

The Oakland Public Schools Elementary and Secondary Education Act Title I program, established in February 1966 has made it possible to increase substantially the compensatory education services being provided for disadvantaged pupils in the district. This publication is the third annual evaluation report and presents data on Title I activities conducted during the 1967-68 school year.

Implementation of the State Senate Bill 28 Reduced Class Size Program necessitated modifications in the organization of compensatory education services provided originally during the first year of the ESEA Title I program. The SB 28 program made it possible to reduce class size to no more than 25 in six of the 11 original ESEA elementary schools as well as to five additional elementary schools not located in the ESEA Target Area.

The program changes which were introduced offered a unique opportunity to establish four study groups upon whom comparative evaluation data could be analyzed. The four groups, designated as "ESEA Team," "ESEA-SB 28," "SB 28 Only," and "Comparison" are described more fully in the PROCEDURE section of the first report in Chapter I. The establishment of these four groupings of schools provided a means for beginning a study of the possible differential effects of varying organizations of compensatory education services. Particular appreciation is expressed to the principals and teachers in the "Comparison" schools who agreed to administer supplementary tests and scales to provide data for these studies even though they were not receiving additional federal or state compensatory education services.

Through the availability of the extensive data processing capabilities of the Palo Alto office of the Service Bureau Corporation, it was possible to analyze the growth patterns made by pupils from February, 1966 to May, 1968 as well as to make numerous across-group comparisons. The master file system designed specifically for Oakland's ESEA Title I evaluation program has made it possible to continue the longitudinal studies of the same students as they progress through the grades in the schools of the district.

Many persons contributed to the development of the district ESEA program and to the publication of this report. Much credit is due to the principals, teachers, parents, and central office personnel whose cooperation made this report possible.

CHAPTER I - EVALUATION OF REMEDIAL AND CORRECTIVE PROGRAMS

Program Description: The major instructional activities related to the Remedial and Corrective programs at elementary, junior, and senior high school levels have continued to constitute the core of the entire ESEA Program of Compensatory Education. The primary objectives of these programs have been the improvement of the achievement progress of target area students in reading and related language arts skills as well as the development of improved levels of motivations and aspirations. Approximately 12,000 target area students were directly involved in these Remedial and Corrective programs.

Elementary Component: The "3-on-2" team approach, initiated in February, 1966 was retained in five of the eleven elementary project schools during the 1967-68 school year. The "3-on-2" approach provided an additional teacher for each two classrooms at grades 1-3 for purposes of increasing the amount of actual instruction in reading and related language skills and to provide increased amounts of individualized attention to each child's development in these areas through the reduction of pupil-teacher ratios. A parallel "5-on-4" team plan was again provided at two of these schools at grades 4-6. Other upper grade teachers were provided assistance through the teacher aide program. The remaining six project schools were again provided smaller class sizes of 25 or below at all grade levels through the use of funds available from the Senate Bill 28 program. At each of the eleven project sites a Teacher Assistant for Reading Development was assigned to assist in planning instructional activities, procurement of materials, coordination of on-site inservice activities, and coordination of the activities of teacher aides. Additional equipment and materials were again purchased to augment those available under regular District Allotments. One half-time and seventeen full-time remedial reading teachers provided intensive, individualized instruction to children whose reading problems were particularly severe. The remedial reading services were available in the seven Integration Model schools and the seven ESEA parochial schools as well as in the eleven target area public schools. Of the 928 children served in this phase of the project, 279 (30%) were from the parochial schools.

Junior High Component: The program at the three target area junior high schools has continued to operate this year under the plan established in February, 1966. The 1967-68 program, for approximately 2700 students in grades seven through nine, has again centered on a team approach and reductions in pupil-teacher ratios. Staff additions to the English department of each school have reduced the teaching load of English teachers from five to four periods per day. Reading specialists and teacher aides, working in conjunction with each two regular English teachers have formed instructional teams in the classrooms and the specially equipped reading laboratories. The Teacher Assistant for Language Development at each site has helped to coordinate program activities, worked in team planning and curriculum development and aided teachers in securing relevant materials and equipment.

Senior High Component: Six teaching positions, beyond those furnished by the District, were provided through the use of ESEA funds. These additional English teachers were used to lower class size and to facilitate several team teaching approaches. Three of the six ESEA-provided teachers were relieved of their teaching assignments for one period per day to provide time for team planning and other instructionally related activities. A Teacher Assistant, or program coordinator, was provided to serve in the capacity described above in the junior high school component. In all, approximately 900 students were served in this program during the 1967-68 school year.

At both the elementary and junior high school levels, the remedial and corrective program efforts were complemented by a number of supportive personnel including guidance consultants, nurses, psychologists, librarians, teacher aides, and clerks. At all three levels--elementary through senior high--cultural enrichment activities (including on-site programs and study tours) were articulated with the classroom learning activities. Activities in the inservice program were also designed to assist teachers in their work in the remedial and corrective program. All of these auxiliary activities are described in greater detail in following abstract sections.

Findings

Achievement Test Results: In order to study, at various elementary grade levels, the apparent effects of differing program offerings on the achievement progress of students, pre and post achievement test data were collected for five study groups as follows: (1) ESEA program of services with team teaching--five schools; (2) ESEA program of services without team teaching--five schools; (3) ESEA program of services in combination with SB 28 reduced class size--six schools; (4) reduced class size under SB 28 with no added services--five schools; (5) regular District program or comparison group--four schools.

Table 1 below presents a summary of the results of analyses of covariance at grades 1, 3, 4, and 6 where the patterns of intergroup comparisons were similar.

TABLE 1

Adjusted Raw Score and Placement Means, N's, F Ratios, and P Values from Covariance Analyses of Total Distributions of Scores at Grades 1, 3, 4, and 6
Remedial and Corrective Project - Elementary 1967-68

Grade	Stanford Achievement Test		Adjusted Post Test Raw Score and Grade Placement Means					F Ratio (P)
			ESEA-Team Teaching	ESEA-No Team Teach.	ESEA-SB 28	SB 28 Only	Comparison	
1	TOTAL READ.	Raw Sc.	32.8	--	28.7	27.9	33.1	19.3
		Gr. Pl.	1.6	--	1.6	1.6	1.6	(<.01)
		N	364	--	400	350	243	Signif.
3	TOTAL READ.	Raw Sc.	51.6	--	49.5	50.1	47.1	3.0
		Gr. Pl.	2.9	--	2.9	2.9	2.8	(<.05)
		N	184	--	237	173	161	Signif.
4	WORD MEAN.	Raw Sc.	--	12.4	12.9	13.1	14.7	6.2
		Gr. Pl.	--	3.5	3.6	3.6	3.8	(<.01)
		N	--	160	111	189	198	Signif.
	PARA. MEAN.	Raw Sc.	--	21.4	21.6	23.1	21.9	2.3
		Gr. Pl.	--	3.4	3.6	3.7	3.6	(>.05)
		N	--	160	111	189	198	Not Signif
6	WORD. MEAN.	Raw Sc.	17.5	19.4	21.5	20.3	18.5	9.0
		Gr. Pl.	4.9	5.1	5.6	5.2	5.1	(<.01)
		N	68	196	267	234	229	Signif.
	PARA. MEAN.	Raw Sc.	23.1	24.9	26.1	25.5	24.7	2.8
		Gr. Pl.	4.6	4.8	4.9	4.9	4.8	(<.05)
		N	68	196	267	234	229	Signif.

The analysis of covariance method is a procedure used to statistically "equate" the results of various study groups to account for baseline (pre) differences which may exist among groups. In this way, "adjusted" post-test means may be determined and the significance of differences in study group means may be accurately assessed.

Statistically significant intergroup differences among adjusted post test raw score means were found for each test at grades 1, 3, 4, and 6 with the exception of the Paragraph Meaning subtest at grade 4. However, when these adjusted raw score means are converted into grade placement units--as in Table 1--there appear to be only minor differences among the study groups, which raises the question of the practical significance of the computed differences. When the results obtained at grades one and three are compared with the 1966-67 medians at these grade levels for the State of California testing program it is interesting to note that the first grade means for each of the four study groups equals the State median of 1.6, while the 2.9 and 2.8 means at third grade are five to six months below the State median of 3.4.

A second type of analysis was made of the achievement test results. This analysis, summarized in Table 2, focused on the achievement growth of students in the project schools during the time interval from May, 1966 through May, 1968. Table 2 below presents the actual grade placement means and corresponding national percentile rankings observed at grades 3, 4, and 6 where the patterns of intergroup analyses were similar.

TABLE 2

Actual Grade Placement Means, National Percentile Rankings, and N's from Analyses of Total Distributions of Scores at Grades 3, 4, and 6 - Remedial and Corrective Project - Elementary 1967-68

Grade	Test Date	Actual Grade Placement Means and Percentile Ranks									
		ESEA-Team Teaching		ESEA-No Team Teaching		ESEA-SB 28		SB 28 Only		Comparison	
		GP	%ile	GP	%ile	GP	%ile	GP	%ile	GP	%ile
		(N=184)		---		(N=237)		(N=173)		(N=161)	
3	5/66	1.6	14	--	--	1.6	14	1.7	24	1.6	14
	5/67	2.4	26	--	--	2.2	20	2.5	32	2.1	14
	5/68	3.0	20	--	--	2.8	14	3.0	20	2.7	12
		---		(N=160)		(N=111)		(N=139)		(N=193)	
4	5/66	--	--	2.2	20	2.2	20	2.4	24	2.1	16
	5/67	--	--	2.9	15	2.8	14	3.1	23	2.9	15
	5/68	--	--	3.5	14	3.6	16	3.7	20	3.7	20
		(N=57)		(N=149)		(N=206)		---		---	
6	2/66	3.4	18	3.3	16	3.2	13	--	--	--	--
	10/67	4.3	14	4.4	15	4.2	12	--	--	--	--
	5/68	5.0	14	5.1	17	5.1	16	--	--	--	--

Examination of the grade placement means reveals a variable gains pattern which does not consistently favor any one of the treatment groups over the other groups under study. The greatest gains at the three grade levels appear to be as follows: Grade 3--ESEA Team Teaching group; Grade 4--Comparison group; Grade 6--ESEA-SB 28 group. The percentile rankings also reflect a variable picture including both increments and decrements in percentile standings of the various treatment groups. Although both increments and decrements in percentile ranks are evident, it should be borne in mind that deviations of plus or minus five percentile points normally fall within chance limits and are not considered to be significant.

Achievement test results obtained at the junior and senior high school levels are presented in Table 3 on the following page.

TABLE 3

California Achievement Test Grade Placement Means and N's from Analyses of Score Distributions at Grades 7, 8, 9, 10, 11 and 12 Remedial and Corrective Project - Secondary 1967-68

Test	Date	Grade Level					
		7	8	9	10	11**	12**
Reading Vocabulary		(N=494)	(N=454)	(N=395)	(N=169)	(N=81)	(N=79)
	Feb. 1966	--	5.4	6.0	6.6	--	--
	May 1967*	5.7	6.5	7.2	7.7	6.8	7.3
	May 1968	6.3	7.1	7.5	7.7	7.2	7.5
Reading Comprehension		(N=542)	(N=492)	(N=400)	(N=165)	(N=68)	(N=67)
	Feb. 1966	--	5.9	6.6	7.0	--	--
	May 1967*	5.9	6.7	7.4	7.6	7.0	7.3
	May 1968	6.8	7.4	7.9	7.8	7.0	7.7
Mechanics of English		(N=541)	(N=488)	(N=422)	(N=67)	(N=55)	(N=79)
	Feb. 1966	--	5.5	6.6	6.9	--	--
	May 1967*	5.7	6.5	7.3	7.5	6.9	7.4
	May 1968	6.4	6.9	7.4	7.8	6.9	7.5
Spelling		(N=541)	(N=445)	(N=421)	(N=70)	(N=55)	(N=78)
	Feb. 1966	--	6.9	7.3	8.0	--	--
	May 1967*	6.7	7.2	7.6	8.0	7.0	7.7
	May 1968	7.3	7.4	7.8	8.5	7.3	8.0

*At seventh grade this pre test was administered in October, 1967.
**The data for grades 11 and 12 are based on "C-section" students only.

It should be noted that results reported for grades 7, 8, 9, and 10 are for total grade level groups--"A," "B," and "C" sections combined. Results for grades 11 and 12 are based on "C" section classes only and should not be interpreted as representing the overall achievement tendencies in those grade levels in the target senior high school. The analyses of achievement test data at the junior and senior high school levels have focused on the rates of achievement progress made by students in the target schools. Augmentation of the rates of achievement progress of students in the project schools to at least a month-per-month level has been one of the basic operational objectives of the ESEA program.

Examination of the data in Table 3 reveals the extent to which this objective has been realized. The one year analysis at grade seven reveals achievement gains equal to or closely approximating the desired month-per-month rate. The data for grades 8, 9, and 10, covering the time period from February, 1966 to May, 1968 reveals a somewhat different picture. Gains in Reading Vocabulary, Reading Comprehension, and Mechanics of English during the first year and one-half operation of the project (February, 1966 through May, 1967) substantially exceed those in evidence for the current school year (1967-68). Although students at grades 7 and 8 approximated rates of progress made prior to their involvement in the project, there was a clear diminution at the ninth and tenth grade levels. Within the limitations of the test instruments and measurement design, it cannot be concluded from the available data that the overall junior or senior high school program has achieved the stated objective of improving performance on standardized achievement tests beyond usual Target Area school expectancies.

Analyses of Grade Tendencies: Results of the analyses of Reading, Speaking, and Citizenship grades (marks) received by sixth grade pupils in the five basic study groups revealed significant differences for only the Speaking grades. These analyses indicated that students in the compensatory education project schools received significantly higher Speaking grades than those of students in the non-project schools. Although the results for the other two marks were not significant, the Citizenship grades of the project students tended to be somewhat higher than those for the "Comparison" sample. At the junior high school level none of the shifts in grades were significant, while at the senior high schools grades in English classes tended to remain constant while those in the non-project Social Science classes dropped significantly.

Students' Self-Rating Responses: At both the elementary and junior high school levels students' self-rating reports of skill levels, behavior, and educational-vocational aspirations do not conform to the patterns which are often assumed to exist in these schools. As a matter of fact, it was interesting to note that approximately 61% of the junior high school sample indicated they would attend at least four years of college. These students generally indicated that they felt that their skill levels were average or above. This finding is quite incongruent with results obtained from the achievement testing. Motivation and aspirations, as measured by self-evaluations, do not appear to be lacking in these students, but this fact emphasizes the need for effecting improvement in their rates of academic development if their plans are to be realized. No significant positive shifts in pre-versus-post test self-rating comparisons were evident at either the elementary or junior high levels.

Parents' Evaluation of the Program: The responses of the 336 parents of target area students to interviews conducted at the end of the year reflected a very positive attitude toward the schools and the efforts being extended under the ESEA Program. Illustrative question responses are presented in a subsequent section of this abstract.

Conclusions:

1. Although pupils attending schools in the ESEA Target Area are making significant achievement test gains from year to year there is little evidence of augmentation of rates of achievement progress beyond usual target area school expectancies at the elementary, junior high, or senior high school levels.

2. Results of the comparative study at the elementary level reveal no distinct trend in achievement progress which would favor one treatment group over the other groups under study.

3. The longitudinal studies of test results at both the elementary and secondary levels indicate a need to reevaluate the current patterns and levels of program services. (Preliminary examination of this evaluation study has resulted in the introduction of a "Multi Media" approach to the teaching of reading into the first grade curriculum of each of the eleven project schools.)

4. Analyses of subject grade (marking) tendencies fail to reveal significant shifts over the year's period. Grades of students in non-project schools tend to equal the grades of students in the various project elements.

5. The great majority of students sampled evidenced high levels of educational-occupational aspirations in their self-rating reports. However, it is clear

that these students have again tended to give rather optimistic self-appraisals of their own reading and language skill levels.

6. Parent interview data generally reflect positive evaluations of the target area schools and the efforts being extended for their children under the ESEA Remedial and Corrective Program.

CHAPTER II - SUPPORTIVE AND AUXILIARY SERVICES
PART 1 - EVALUATION OF COUNSELING SERVICES

Program Description: The equivalent of five full-time counselor positions were added at the inception of the ESEA program to the existing staff assignments at the three target area junior high schools. The result was a reduction of the counselor-student ratio at these schools from 1:500 to approximately 1:230. This ratio was maintained for the 1967-68 school year.

During the 1967-68 school year, three studies were conducted to examine the impact of the ESEA counseling services. These studies covered the following:

1. Staff, student and parent reactions to the counseling program

2. An analysis of the amounts of time counselors devoted to various counseling and non-counseling activities

3, An analysis of the nature, content and duration of counselor contacts with or about counselees (Data analysis of this segment has not been completed as of this date.)

Findings - Questionnaire and Interviews: Administrators, teachers and counselors completed staff questionnaires, a section of which referred to counseling services. Administrators and counselors generally responded positively to all staff questionnaire items with between 50% and 100% of the administrators and 85% and 100% of the counselors responding that the various counseling services had had some or much effect in promoting student learning and adjustment. Teacher reactions, although more mixed, were essentially positive.

A random sample of 10% of the students at each of the junior high schools completed a guidance questionnaire. Similar samples of students also completed the questionnaire during the 1964, 1966 and 1967 school years. A comparison between 1964 and 1968 reactions, indicates a positive trend in that students during 1968 feel better informed about standardized tests (including their own test scores), the total school curriculum, the special training counselors have had, and the availability of various scholarships. Conversely, student reaction to the question, "Does your counselor see you enough during the school year to give you the help you feel you need?" was significantly more negative in 1968 than when compared with 1964.

Interviews were also conducted on a random sample of 102 junior high school parents. Several questions pertained to the counseling program. Sixty percent of the parents talked to their child's counselor during the year. Of those who talked with the counselor, 46% talked with him three or more times. The previous year, only 35% talked with the counselor three or more times.

Findings - Counselor Activity Time Study: Thirteen ESEA junior high counselors and seven counselors at three comparison junior high schools completed Counselor Activity Time Study forms every day during eight non-consecutive weeks during the year ranging from October to May. The counselor-student ratio at ESEA schools was 1:230 and at comparison schools 1:500. A comparison of the time study forms of the two groups of counselors revealed an average of approximately 126.5 minutes of counselor-contact per student during the year at ESEA schools. This represents 47.5 minutes more time per year of counselor-contact than that received by students at the comparison schools. The reduction of the counselor-student ratio at ESEA schools further resulted in counselors being more available to serve in consultant functions with parents, teachers, administrators, and referral agency personnel. Also evident was the excessive amount of time beyond the school day that comparison school counselors worked. The seven comparison school counselors worked an average of 117 extra minutes a day as opposed to the average of 49 extra minutes a day worked by the ESEA counselors. Despite the lower ratio the ESEA counselors are spending 35.5% of the school day performing non-counseling duties. Chief non-counseling activities were student supervision (12%), attendance clerical (9%) and programming clerical (8.5%).

Conclusion: Faculty, parents and students generally were positive in their reactions to the ESEA counseling services. The overall guidance program resulted in students being more aware of what can be done for them and what they can do for themselves if they have access to the counselor. On the other hand, the counselors have been unable to provide as much help as the students desire. The counselors were spending a third of their time engaged in non-counseling supervisory and clerical tasks. It would appear that a further reduction in the counselor-student ratio is needed or that counselors should be relieved of many of the clerical and supervisory tasks which now require a considerable amount of their time.

CHAPTER II - SUPPORTIVE AND AUXILIARY SERVICES
PART 2 - EVALUATION OF GUIDANCE CONSULTANT, PSYCHOLOGIST, LIBRARIAN AND NURSE SERVICES

Program Description: During the 1967-68 school year, supportive and auxiliary services were again included as part of the Oakland Public Schools' ESEA Program of Compensatory Education. The rationale for the continued augmentation of the district guidance, psychological, library, nursing and counseling supportive and auxiliary services was to facilitate and supplement the remedial and corrective programs initiated to help students overcome academic, social, and psychological deficiencies. A comparison of supportive staff-to-student ratios for both elementary and junior high target area schools during the current school year to ratios prior to the program is presented in Table 1.

TABLE 1

Pre-Post Comparison of Supportive Staff-Student Ratios for ESEA Elementary and Junior High Schools

Position	Elementary		Junior High	
	Pre ESEA	1967-68	Pre ESEA	1967-68
Guidance Consultant	1:6400	1:2200	1:4500	1:1250
Psychologist	1:8000	1:3000	1:8000	1:2000
Librarian/I.M.S.	0:8300	1:930	1:900	1:450
Nurse & Nurse Asst.	1:1400	1:480	1:1100	1:450
Counselor	None	None	1:500	1:230

It also should be noted that the equivalent of one full-time guidance consultant position was assigned to provide service to the seven parochial schools in the target area, providing a ratio of 1:1200.

Working along with the instructional staffs, these supportive personnel provided individualized and specialized services which aided in the diagnosis, interpretation and care of emotional and health problems and in the development of more positive student attitudes toward learning. Furthermore, through the expansion of these services it was possible to increase parental contacts, thereby increasing parent awareness of their children's specific educational difficulties as well as providing an effective public relations channel.

Findings: Questionnaires relating to activities and services of various components of the ESEA project were distributed to ESEA teachers for completion. From these questionnaires, selected questions have been extracted for use here to illustrate staff members' opinions regarding the auxiliary and supportive services. Tables 2 and 3 present the percentage responses of elementary and junior high school ESEA instructional staff members. Only those teachers who indicated they had received the services of the guidance consultant and the psychologist were asked to complete questions concerning those services.

TABLE 2

ESEA ELEMENTARY SCHOOL TEACHER RESPONSES TO SELECTED QUESTIONS RELATED TO SUPPORTIVE AND AUXILIARY SERVICES

SERVICE OF	QUESTION	DEGREE OF HELP		Don't Know	No Response
		Some/Much	Little/No		
		%	%	%	%
Guidance Consultant (N=94)	How helpful has the consultant been to you in assisting you to understand children's behavior?	58.5	41.5	-	-
Psychologist (N=107)	How helpful has the psychologist been to you in providing aid in the early diagnosis of learning problems?	59.8	35.5	4.7	-
Librarian (N=192)	How helpful has the Librarian been to you in increasing student use of the library?	92.6	5.2	1.0	1.0
Nurse (N=159)	How helpful has the Nurse been to you in assisting to identify students in need of health services?	90.6	6.3	0.6	2.3

The ESEA elementary principals' and TARDs' responses to these same questions were almost entirely 100% in the "some/much" category.

TABLE 3

ESEA JUNIOR HIGH SCHOOL TEACHER RESPONSES TO SELECTED QUESTIONS RELATED TO SUPPORTIVE AND AUXILIARY SERVICES

SERVICE OF	QUESTION	DEGREE OF HELP		Don't Know	No Response
		Some/Much	Little/No		
		%	%	%	%
Guidance Consultant (N=22)	How helpful have the services of the Consultant been to you in assisting you to understand student's behavior?	81.8	18.2	--	--
Psychologist (N=29)	How helpful has the psychologist been to you in interpreting data obtained from psychological testing?	75.9	17.2	6.9	--
Instructional Media Specialist (N=38)	How helpful has the Media Specialist been to you in coordinating materials with the Language and Reading Program?	86.8	7.9	5.3	--
Nurse (N=38	How helpful has the Nurse been to you in assisting students to receive needed health services?	60.6	2.6	36.8	--
Counselor (N=38)	How much effect has the counseling service had in promoting student learning and adjustment through increased individualized services to students?	34.3	31.6	28.9	5.3

Six junior high administrators responded 100% in the "some/much help" categories in evaluating the services of the psychologist and the librarian, and all but one administrator felt the other three services were of some or much help. The 13 counselors responded in a similar pattern. At the parochial schools the only ESEA services available were those of the guidance consultant. Four of the six responding principals felt the consultants were of some or much help.

The first two questions asked all groups evaluating the guidance and psychologist services were, "Did you request any services?" and "Did you receive any services?"

Ninety-five percent of the elementary teachers who requested guidance services received services. One hundred percent of all other groups requesting guidance services received the services. Ninety-nine percent of those requesting the services of the psychologist received the services.

Table 4 presents the percentage responses of ESEA staff evaluating the adequacy of the 1967-68 level of auxiliary and supportive services.

TABLE 4

ESEA Staff Responses Evaluating the Adequacy of 1967-68 Level of Supportive and Auxiliary Services

Service	Evaluating Group	N	Adequacy of Service			No Opinion	No Response
			Less Needed	Present Adequate	More Needed		
			%	%	%	%	%
Guidance	Elementary	166	-	15.7	72.9	9.0	2.4
	Junior High	57	1.7	24.6	65.0	7.0	1.7
Psychological	Elementary	166	0.6	29.5	54.3	13.2	2.4
	Junior High	57	3.5	17.5	70.2	8.8	-
Library	Elementary	189	-	67.2	30.2	1.1	1.5
	Junior High	57	3.5	54.4	36.9	5.2	-
Nursing	Elementary	147	-	51.7	43.6	2.7	2.0
	Junior High	57	-	24.6	54.4	21.0	-
Counseling	Junior High	57	-	22.8	70.2	7.0	-

Conclusion: Staff-to-student ratios for the guidance consultant, psychologist, librarian, nurse and counselor services have been reduced considerably when compared with Pre-ESEA ratios. This has resulted in a greater number of disadvantaged students receiving more needed services.

Examination of staff questionnaires reveals that school-site personnel are receiving considerable help from the supportive and auxiliary personnel. Reactions to the adequacy of present level of services varied. Only elementary nursing services and library services at both levels were considered adequate by a majority of the staff. Majorities favored more guidance and psychological services at both levels and more nursing and counseling at the junior high level. On-site staff supported the value of the efforts of the consultants, psychologists, librarians, nurses and counselors; and, in some areas, recommended that additional services be provided.

CHAPTER II - SUPPORTIVE AND AUXILIARY SERVICES

PART 3 - EVALUATION OF TEACHER AIDE SERVICES

Program Description: A total of 314 parents living in the ESEA Target Area were employed to provide increased opportunities for individualized instruction of pupils and to facilitate school-home community interaction.

Findings: Public school teachers, teacher assistants, and administrators as well as parochial school principals responded to the section of the ESEA staff questionnaires pertaining to the value of the services provided by teacher aides. Table 1 presents the responses of the ESEA public school instructional staff pertaining to selected services of teacher aides.

TABLE 1

Percentages of ESEA Public School Staff Questionnaire Responses
Related to Selected Teacher Aide Services
(N=212)

Services of Teacher Aides	Degree of Value			
	Some-Much Value	Little-No Value	Don't Require	Don't Know-No Response
	%	%	%	%
Performing various clerical tasks (taking roll, etc.)	86.8	6.6	4.2	2.4
Encouraging pupils to communicate orally	76.4	18.4	1.9	3.3
Assisting in the use of equipment and supplies	83.7	9.0	.9	1.4
Increasing communication between the home and the school	73.1	18.9	3.3	4.7

The evaluations of teacher aide services provided by parochial school principals were equally enthusiastic. One hundred percent of the respondents evaluated four of the eight services provided to teachers as of "Much Value" or of "Some Value."

A total of 121 or 49.2% of the staff from Target Area public schools evaluated the present teacher aide services as being adequate and 94 or 38.2% indicated a need for more services. Only 2.0% of the staff felt that less services were needed.

There were 87.0% of the parents interviewed who were aware of teacher aide services, but only 42.3% had talked with an aide during the current school year.

Conclusion: Staff questionnaire and parent interview responses indicate that teacher aides have been utilized extensively to free teachers of many clerical, student supervision, and material-preparation duties. In addition, the aides served to facilitate school-home communication and to promote the oral communication of the project pupils.

CHAPTER III- EVALUATION OF CULTURAL ENRICHMENT PROGRAM

Program Description: The purpose of the Cultural Enrichment Program was to provide an increased number of opportunities for the pupils of Target Area schools to participate in the cultural and the educational resources of the Bay Area Community.

This program provided a per-pupil allotment of funds to each of the public and the parochial Target Area schools to cover the cost of transportation and selected admission charges for such educational tours as performances of opera, symphony and ballet groups; visits to municipal and state offices and parks, visits to campuses of colleges and universities; and visits to athletic and theatrical events. Funds were also provided to cover fees for such school-site activities as assembly programs, guest speakers, and motion picture presentations.

Findings: Table 1 presents a summary of the number of study tours; the number of school-site activities; and the number and percentage of public elementary, junior high, and senior high school pupils; and the number and percentages of parochial elemenary school pupils participating in the Cultural Enrichment Program activities.

TABLE 1

SUMMARY OF CULTURAL ENRICHMENT ACTIVITIES

TYPE OF ENRICHMENT ACTIVITY		STUDY TOURS			ON-SITE ACTIVITIES		
	GROUP	NO. OF TOURS	NO. OF STUDENTS*	PERCENT OF TARGET POPULATION**	NO OF ACTIVITIES	NO OF STUDENTS*	PERCENT OF TARGET POPULATION**
FINE ARTS	ELEMENTARY	34	1,381	18.4	19	2,774	36.9
	JUNIOR HIGH	27	1,334	49.9	29	9,488	355.0
	SENIOR HIGH	10	1,731	159.0	—	—	—
	PAROCHIAL	12	741	50.1	—	—	—
BUSINESS, INDUSTRY AND GOVERNMENT	ELEMENTARY	53	1,633	21.8	1	180	2.4
	JUNIOR HIGH	20	655	24.9	—	—	—
	SENIOR HIGH	5	117	10.7	—	—	—
	PAROCHIAL	7	197	13.3	—	—	—
SCIENCE AND HISTORICAL	ELEMENTARY	149	5,068	67.6	7	1,590	21.2
	JUNIOR HIGH	38	1,647	61.6	5	160	6.0
	SENIOR HIGH	5	282	6.0	—	—	—
	PAROCHIAL	3	154	10.4	5	650	43.9
SCHOOLS AND COLLEGES	ELEMENTARY	11	552	7.4	—	—	—
	JUNIOR HIGH	19	705	26.4	—	—	—
	SENIOR HIGH	11	413	37.9	—	—	—
	PAROCHIAL	—	—	—	—	—	—
OTHER INSTRUCTIONAL	ELEMENTARY	79	4,295	57.3	8	1,656	22.1
	JUNIOR HIGH	19	969	36.3	13	6,350	237.6
	SENIOR HIGH	21	84	7.7	6	2,915	267.7
	PAROCHIAL	4	174	11.7	—	—	—
RECREATIONAL	ELEMENTARY	29	897	12.0	21	2,843	37.9
	JUNIOR HIGH	9	488	18.3	2	1,550	58.0
	SENIOR HIGH	—	—	—	—	—	—
	PAROCHIAL	5	525	35.4	—	—	—
GROUP TOTALS	ELEMENTARY	355	13,826	184.4	56	9,043	120.6
	JUNIOR HIGH	132	5,808	217.4	49	17,548	656.5
	SENIOR HIGH	33	2,627	241.2	6	2,915	267.7
	PAROCHIAL	31	1,791	120.9	6	650	43.9
GRAND TOTALS		551	24,052	188.8	117	30,056	236.7

*FIGURES DO NOT REPRESENT UNDUPLICATED COUNT.

**PUPIL POPULATIONS: ELEMENTARY 7,498; JUNIOR HIGH 2,673; SENIOR HIGH 1,089; PAROCHIAL 1,481. PERCENTAGES IN EXCESS OF 100% ARE DUE TO MULTIPLE PUPIL PARTICIPATION.

ESEA staff personnel were requested to evaluate the effectiveness of the Cultural Enrichment Program activities in four areas. Staff responses pertaining to the effectiveness of the ESEA cultural enrichment activities in increasing pupil awareness of the educational and cultural offerings of the Bay Area are presented in Table 2.

TABLE 2

Percentages of Responses by ESEA Staff Evaluating the Effectiveness of Cultural Enrichment Program Study Tours and School-Site Activities

QUESTION: "During the 1967-68 school year, how much effect have the Cultural Enrichment Program on-site activities and study tours been to your students in increasing student awareness of the educational and cultural offerings of local and extended communities?"

Responding Group	Type of Activity	Much-Some Effect %	Little-No Effect %	Don't Know No Response %
Elementary School Teachers (N=143)	On-Site	76.2	17.5	6.3
	Study Tour	87.5	11.0	1.5
Elementary School Teacher Assts. (N=13)	On-Site	92.3	7.7	--
	Study Tour	100.0	--	--
Elementary School Administrators (N=12)	On-Site	75.0	8.3	16.7
	Study Tour	91.7	8.3	--
Junior High School Teachers (N=38)	On-Site	81.6	10.5	7.9
	Study Tour	81.6	7.9	10.5
Junior High School Administrators (N=6)	On-Site	66.7	16.7	16.7
	Study Tour	83.3	16.7	--
Senior High School Teachers (N=12)	On-Site	66.7	8.3	25.0
	Study Tour	66.7	--	33.3
Parochial School Principals (N=7)	On-Site	85.7	14.3	--
	Study Tour	85.7	14.3	--

A random sample of ESEA Target Area parents were interviewed. Of those responding 90% evaluated Cultural Enrichment Program study tours as being of "Some Value" or "Much Value." More than one half of the parents indicated that more study tours should be made available to students. It was also apparent from the interview data that parents were less aware of the participation of their children in ESEA sponsored on-site activities than they were aware of the participation of their children in study tours.

Conclusions: It would appear that the Cultural Enrichment Program has been generally successful in providing opportunities for pupils of Target Area schools to participate in the cultural and educational resources of the Bay Area community which might not otherwise be available to them.

CHAPTER IV - EVALUATION OF INTEGRATION MODEL PROJECT

Program Description: The Oakland Unified School District is committed to quality education and to equal educational opportunities for all students. It recognizes that one of the most pressing problems in urban education today is the complex issue of de facto segregation and its corollaries of misunderstanding, indifference, frustration, and distrust. Continuation of the Integration Model (IM) project during the 1967-68 school year provided a means for studying some of the effects of increased racial, cultural, and socioeconomic integration in a limited setting so that guidance could be provided to the District in the development of further patterns for integration programs.

The primary function of the project was to provide free transportation via chartered bus services for approximately 300 students in grades 1-6, who reside in neighborhoods served by three over-crowded "sending" schools so that they could attend any one of seven selected under-capacity hill-area "receiving" schools. The success of the 1966-67 IM project resulted in an early oversubscription of students to participate during the 1967-68 school year. By the end of September, 1967, when the enrollment picture appeared to be stabilized, enrollment in the project was closed with 311 children participating. Of the 311 total participants, 182 were students new to the project, while 129 were students who had participated during the 1966-67 school year. Table 1 presents the grade level distribution of children participating in the program.

TABLE 1

Numbers of Integration Model Students by Grade Level

Grade Level	Number	Percent
1	50	16.1
2	50	16.1
3	49	15.7
4	50	16.1
5	52	16.7
6	60	19.3
Total	311	100.0

In order to facilitate the integration process in the seven "receiving" schools a number of additional services, not previously available to these schools, were provided. These services included consultation from members of the District's Office of Human Relations; a series of inter-school visits and cooperatively scheduled field trips; four remedial reading teachers; and inservice activities.

A two-group study design was utilized to study possible differential achievement levels and rates for IM pupils. The two groups studied were:

1. The IM pupils
2. A sample of comparable "sending" school pupils who remained at the "sending" schools.

Pupils in the "sending" school sample were paired with IM pupils using grade, sex, age, and reading scores as controls. In addition, data were collected regarding the social acceptance of IM pupils by their peers as well as opinions from the school communities regarding various program features.

Findings: Analyses were made of year-long achievement test score tendencies for IM children as compared to a group of comparable children in the "sending" schools. "F" ratio values obtained from the analyses of covariance indicate no statistically significant differences between the study groups on adjusted post test means. Children in both of the study groups have, on the average, progressed at quite comparable rates over the year's period.

The results of a two year longitudinal analysis of sociometric data collected in 1966-67 and 1967-68 suggest that there is no difference in the social choice patterns for either the Caucasian or IM students. The absence of any statistically significant differences in the longitudinal within and between groups analyses suggest that the Integration Model students have been as well accepted in the IM "receiving" schools as those students who reside within the attendance boundaries of the participating schools.

The majority of the principals' questionnaire results indicated that the 1967-68 project was either "Somewhat More" or "Much More Effective" than the 1966-67 project. All principals indicated that pupils of various racial groups were working and playing well together. Principals viewed the services of the Office of Human Relations as having benefited the project modestly, while the services of the remedial reading teachers were viewed as being quite helpful.

Staff responses from teachers indicated that the comparative effectiveness of the 1967 and 1968 IM programs was "About the Same." Of those teachers indicating knowledge of the effectiveness of the Study Tours and Inter-School visits, approximately two-thirds felt that these activities were effective instructional aids and that they should be continued at the level provided during the 1967-68 school year. responses related to the "helpfulness" of the Department of Human Relations' staff were mixed, with tendencies toward the less positive end of the scale. Although much of the work of the Human Relations staff is with the community rather than directly with teachers, this finding suggests a need for the staff of the Office of Human Relations to become more intimately involved in the human relations problems directly effecting the instructional staff. Teachers also found the services of the remedial reading teachers to be "Very Helpful."

The interview survey of a random sample of 88 parents residing in the "Receiving" school attendance areas indicated that a majority of the parents believed that the effect of the IM program on the instructional program was positive or that it had made little difference. They were positively oriented to the interschool field trips and visitations and also felt that their children had made either the same or more progress in school this year (1967-68) as compared with 1966-67. Most felt that the students new to the school had been accepted by their classmates. "Receiving" school parents were generally of the opinion that the Oakland Public Schools were doing a "good" or "excellent" job in educating their children.

Interview results from a sample of 82 parents whose children were attending the new schools indicated a general positive attitude toward the program. They indicated that they believed their children were more interested in school now and that their achievement had improved considerably. They were generally in favor of the interschool visitations and, typically, they were of the opinion that their children had been accepted into their new schools. As was true of the "receiving" school parents, the majority of the "sending" parents were also of the opinion that the Oakland Public Schools were doing a "good" or "excellent" job in educating the children in their family.

Conclusions: In general it would appear that the Integration Model Program in operation during the 1967-68 school year has been successful. The generally positive reactions of the instructional staff, students, and parents would suggest that the program has been effective and should be continued.

CHAPTER V - EVALUATION OF INSERVICE EDUCATION PROGRAM

The Oakland Public Schools have recognized the urgency of inservice needs in schools for children from the economically and socially less advantaged segments of the community. Frequently teachers are not well equipped to work with these children because of the lack of preparation which they have received in teacher-training institutions coupled with the incongruence of the cultural backgrounds of the teachers and the students with whom they are working. For these reasons the Inservice Project was established.

The objectives of the Inservice Project were to (1) promote intergroup understandings and mutual respect; (2) develop better techniques for reading and language development instruction for pupils residing in less advantaged neighborhoods; (3) help professional staff to examine, evaluate, and select the best new instructional materials available for the education of the disadvantaged child, and (4) develop skillful use of teacher aides.

Elementary Level

District-Organized Activities: Centrally-organized meetings were held for elementary school classroom teachers, language teams, teacher assistants, and reading teachers. The meetings were devoted to various aspects of curriculum development and to the use of instructional materials. A total of 117 teachers (53.4%) of the teachers responding to the ESEA Staff Questionnaire indicated that they had participated in district-organized activities. More than 50% of the staff provided "Much Help" or "Some Help" evaluations of district-organized inservice activities. There were 53% of the administrators, 60% of the teacher assistants, and 40% of the classroom teachers who indicated a need for additional district-organized services.

School-Site Activities: Teaching assistants in reading development (TARD's) worked in project schools and organized monthly inservice planning sessions for teachers and teacher aides. The emphasis of these activities was upon improving the knowledge and the skills of teachers and teacher aides in the following areas: interpersonal/human relations, school/community relations, instructional planning/curriculum development, use of materials, use of equipment, classroom control and management, and such other inservice areas as testing and record keeping. In addition to the classroom teachers and the teacher aides, reading teachers and supportive service certificated personnel participated in the inservice activities.

A total of 73.1% of the staff questionnaire responses of teachers indicated that the teachers had attended a school-site inservice meeting during the current school year, and 26.5% of the staff responses of teachers indicated that the teachers had helped to plan school-site inservice activities. The effectiveness of the TARD in coordinating school-site inservice activities was evaluated by more than 92% of the administrators and 59% of the teachers as being of "Much Help" or "Some Help." A sizeable majority of the administrators, teacher assistants and teachers indicated that inservice activities had been of help to them.

Monthly school-site inservice meetings were supplemented by curriculum conferences, demonstrations of the use of instructional materials, and classroom observations for which teachers were reimbursed or for which teachers were provided substitutes. More than 75% of the teachers who participated in these supplemental activities evaluated them positively.

Secondary Level

District-Organized Activities: Sixteen centrally-organized meetings were held for a total of 1,053 secondary school language arts teachers, language teams, and supportive services personnel. The meetings were similar in emphasis and format to the inservice meetings held for elementary school teachers.

School-Site Activities: A total of 21 senior high school teachers and supportive staff and 1,032 junior high school teachers and supportive staff participated in the 57 different school-site inservice activities scheduled during the school year.

TALD Services: ESEA secondary school staff questionnaire responses indicate that more than 83% of the administrators and 71% of the teachers reported that the TALD (teacher assistant for language development) had been helpful to them in their work.

Curriculum Projects, Meetings and Classroom Observations: Teachers completed evaluations of ESEA funded school-site inservice activities. A sizeable majority of these evaluations suggest that teachers were favorably impressed by the inservice events in which they participated and gained knowledge of useful ideas, information, and techniques or methods from attending them.

Demonstration Teacher: One teacher was assigned to work with junior high school teachers to demonstrate a variety of instructional techniques for the teaching of poetry, creative writing, and expository writing. These activities resulted in the development of study units, the publication of a literary-art magazine at each school site, and the publication of weekly newspapers in specific classes.

Two thirds of the administrators indicated that school-site-organized inservice activities were helpful to their staff, and one half or more of the administrators indicated that district-organized inservice activities were helpful to their staff. A total of 57.9% of the secondary teachers indicated that they had participated in the planning of district or school-site inservice activities; 44.7% of the secondary school teachers indicated that they were not able to participate as much as they desired in the planning of inservice activities.

Supportive Services Personnel: Instructional media specialists, librarians, guidance consultants, psychologists, counselors and school nurses working in ESEA schools participated in some of the school-site meetings organized by TARD's and TALD's and in regular staff meetings with District Office Administrative Staff. Inservice topics for the meetings included such topics as "Negro History" and "Working with Disadvantaged Youth."

Conferences, Meetings and Workshops: Elementary and secondary school teachers received reimbursement for attending such inservice events as the California Reading Association Meeting, the California Association of the Teachers of English Meeting and the NDEA Institute for the Follow-up of Disadvantaged Youth. More than two-thirds of the teachers who attended events of this nature evaluated them favorably in relat[illegible] to the effectiveness of these events in providing teachers with new techniques [illegible] methods for classroom teaching.

Human Relations: The staff of the Office of Human Relations continued to assist school staffs in the development of a variety of human relations programs and activities which have had as their focus increased understanding and appreciation of human values. Their activities in the project schools included: the organization of conferences and study groups for teachers in the Elementary School Integration Program, presentations to teachers designed to stimulate interest in human relations and to help identify positive and negative practices which influence human relations within and between the school and community; assistance in establishing committees to help analyze and ameliorate problems and to strengthen lines of communication between the school and the community; and participation in school community involvement meetings designed to educate both school staff personnel and community citizens in specific areas, which affect the educational process of boys and girls.

Human Relations Workshop: In addition to the regular program of services provided by the Human Relations Staff, a Human Relations Workshop was organized in the East Oakland Area. Staff members from both the elementary and secondary schools were invited to participate. A total of 110 ESEA staff attended the workshop. Sixty-six percent of the workshop participants indicated that they had gained ideas and information that would be of value to them in the classroom and 85% of the participants indicated that they had gained ideas and information that would be of value to them personally.

Teacher Aides

District-Organized Activities: A teacher on special assignment planned and coordinated district-sponsored inservice activities for teacher aides. She worked with the local junior colleges and community services in the planning and the coordination of courses designed to assist in the professional and the personal growth of teacher aides. A total of 175 teacher aides participated in one or more of the following college courses: "Drama Techniques," "Oral English," "Psychology," "Audio-Visual Techniques," and "Great Books Summer Leadership Training." An overwhelming majority of the teacher aides who attended these activities evaluated them favorably.

School-Site Activities: Inservice meetings and workshops for teacher aides were held at school sites. An overwhelming percentage of the teacher aides who evaluated the workshops at their school sites indicated that they had gained information of value to them from participating in the workshop.

Parochial Schools: Parochial school staff members, including teacher aides, were invited to the public school demonstrations of instructional materials and techniques. Teacher aide services for parochial schools were coordinated by the public school staff personnel.

Conclusion: The effectiveness of any inservice program is difficult to measure in concrete terms. The available evaluative data would suggest that a sizeable majority of staff felt that ESEA inservice activities were helpful to them.

CHAPTER VI - REPORT OF THE ESEA PARENT INTERVIEW SURVEY

Project Description: An ESEA interview questionnaire was constructed and subsequently submitted to a sample of parents of pupils enrolled in ESEA schools. The questions pertained to the parents' opinions of their child's school attitudes and achievement. Opinions concerning the extensive reading and language programs, increased library services, teacher aides, and increased emphasis on remedial reading were elicited.

A random sample of 350 parents was selected. The sample was proportionally representative of the number and sex of students enrolled in an ESEA program in grades 1 through 12. The number of parents interviewed represented 4% of the total ESEA student enrollment. Since most families had more than one child enrolled in ESEA schools, the 350 parents interviewed more nearly represented 10% of the families receiving ESEA services.

Separate interview questionnaire forms were constructed for the parents of pupils enrolled in the elementary, junior high and senior high schools. The three questionnaires were essentially the same with slight modifications for variations in programs. Interviews were conducted from May through July in 1968.

Thirteen parents, not professionally associated with the ESEA schools, were employed to conduct the interviews. Twelve of the thirteen parents resided in the ESEA Target Area. Interviewers attended a one-day orientation training session to discuss the ethics and techniques of the interview procedures. Interviewers carried identification, and principals and law enforcement agencies in the neighborhoods were notified.

Findings: Responses to each item in the ESEA Interview Questionnaire were tallied for each of the three forms. Frequencies and percentages were computed for each item. The tabulations of the responses of the parents to the three forms of the questionnaire, containing from 30 to 36 items, have been summarized by reporting the results of several selected questions which pertained to the major objectives of the ESEA program.

A preliminary question determined the parents familiarity with the ESEA Compensatory Education Program. A little over half of the parents (56%) responded "No," when asked, "Are you familiar with the ESEA Compensatory Education Program in the schools which began in February of 1966?" A brief explanation of the ESEA program was provided the parents who indicated they were not familiar with the program.

Table 1 summarizes the parents' responses to the following four questions:

> "How helpful do you feel the present program of reading instruction at (school's name) is in helping (student's name) to improve his (her) reading?"
>
> "How helpful do you feel the present program of instruction at (school's name) is in helping (student's name) to improve his (her) handwriting?"
>
> "How helpful do you feel the present program of instruction at (school's name) is in helping (student's name) to improve his (her) spelling?"
>
> "The questions I've been asking you refer to the present ESEA program of additional services at (school's name). In your opinion, how helpful has this program been in improving (student's name) education?"

TABLE 1

Percents of Parent Responses Indicating the Degree of Helpfulness of ESEA Program in Improving Their Child's Education

Area Rated	Parent Response						Total Number Responding
	Very Helpful	Somewhat Helpful	Of Little Help	Of No Help	Don't Know	No Response	
	%	%	%	%	%	%	
Reading	49.8	26.4	6.9	4.0	11.2	1.7	303
Spelling	44.6	29.7	12.9	3.6	6.9	2.3	303
Handwriting	41.3	31.4	11.6	6.6	7.3	1.9	303
Additional Services	62.8	23.8	5.2	1.4	6.2	.7	290

An average of three-fourths of the parents reported that the ESEA program had been somewhat or very helpful in improving their child's ability in reading, spelling and handwriting. The additional services, nurses, psychologists, counselors, teacher aides, librarians and reading specialists, were somewhat or very helpful in the estimation of 86% of the parents.

Table 2 summarizes parents' responses to the question, "What is your opinion about your child's ability to understand the work in his school now as compared to last September?" The majority of parents, 88%--elementary, 59%--junior high, and 70%--senior high school, reported that work was much or a little more easily understood at the end of the 1967-68 school year than in September 1967. About 22% of the parents of junior high and senior high school students and 6% of the parents of elementary pupils reported that they had not observed any change in ability to understand work in school.

TABLE 2

Percents of Parent Responses Indicating the Ability of Their Children to Understand Work in ESEA Schools at the End of the 1967-68 School Year

Grade Level	Parent Response						Total Number Responding
	Much More Easily Understood	A Little More Easily Understood	No Change	A Little Less Easily Understood	Much Less Easily Understood	Don't Know	
	%	%	%	%	%	%	
Elementary	54.3	34.0	6.4	3.2	1.1	1.1	188
Junior High	31.3	27.5	21.6	9.9	4.9	4.9	102
Senior High	50.0	19.6	21.7	4.3		4.3	46
Total	46.7	30.1	13.1	5.4	2.1	2.7	336

Table 3 summarizes parents' responses to the question, "What are your feelings about your child's interest in school this school year?" Slightly more than 80% of the parents of students reported much or some interest in school.

TABLE 3

Percents of Parent Responses Indicating the Interest of Their Children in ESEA Schools During the 1967-68 School Year

Grade Level	Parent Response						Total Number Responding
	Much Interest	Some Interest	Little Interest	No Interest	Don't Know	No Response	
	%	%	%	%	%	%	
Elementary	58.5	23.4	9.0	2.1	3.2	3.7	188
Junior High	52.0	30.4	13.7	2.0	1.0	1.0	102
Senior High	73.9	13.0	6.5	6.5	–	–	46
Total	58.6	24.1	10.1	2.7	2.1	2.4	336

Parents responded to the question, "What is your general impression of the job Oakland Public Schools are doing in educating the children in your family?" Responses were as follows: Excellent, 30%; Good, 33%; Fair, 28%; Poor, 5%.

Parents also responded to the question, "What is your overall opinion of your child's school?" Responses to this question were: Excellent, 20%; Above average, 12%; Average, 53%; Below Average, 8%; Poor, 5%.

Summary: Although a slight majority of interviewed parents indicated they were not familiar with the formal ESEA Compensatory Program, the responses of the parents revealed a familiarity with the activities associated with the program. Approximately three-fourths of the parents regarded the compensatory program as having been helpful in improving reading, handwriting, and spelling. Parents reported that the program had maintained their child's interest and has developed increased understanding of school work. The additional supportive services were considered helpful by 86% of the parents. In addition, approximately 65% of the parents indicated that the education presently provided by the Oakland Public Schools was either "good" or "excellent."